



The facts about maths

If all the words written about mathematics education in the past year were laid end to end, they might well stretch round the equator. And one unfortunate consequence is that rare contributions that present some, limited, practical ways of improving the mathematics competence of both teachers and children may get drowned out.

On from Tyndale

Although the Tyndale teachers are still repeating claims of political victimisation now that a disciplinary tribunal has recommended their dismissal, there can be little doubt that justice can now be seen to be being done in their case.

A cry in a modern wilderness

The number of suicides reached an all-time low in England and Wales in 1975, the last year for which figures are available. But out for young people. The figures for those aged between 16 and 25 have edged a couple of per cent up over the years.

Case for copying

Noel Hughes ('Bribes for the picking', March 11) calls for a probing debate into the recommendations of the Whitford report on copyright law which has recently been published. His call has been inconspicuously answered.

My terrific protesting pupils

On April 21 nearly 1,200 Harlow pupils marched five or six miles to the centre of Bristol without order, violence or trouble of any kind.

Willmott says again: 'O level standards dropped'

Dr Willmott's research report schools differ markedly among themselves, they were used as the sampling unit. But the alternative of sampling at random one student in 20 in every secondary school in the country was too daunting.

Languages out of favour in public schools

German and other modern languages may soon share Latin's near eclipse in independent schools, according to a report just published by the Headmasters' Conference.

Green Paper blues

Teacher union leaders who met Mrs Shirley Williams on Tuesday to discuss the possible contents of a Green Paper on education described the meeting as "a bit of an anticlimax" in the light of interest aroused in recent months.

My terrific protesting pupils

My 1,200 included 50 or so who were trusted to walk down a road without a bit of supervision. I do not believe in handing over the road to the children in the same way again.

Willmott says again: 'O level standards dropped'

As published this report was modified. It gives the impression that the leaked verbatim report was in any way a distortion of the methods used in this case.

Languages out of favour in public schools

The report blames the Englishman's indifference to other languages and his reluctance to learn them. It complains of poor teaching and a lack of interest in industry and commerce.

Green Paper blues

The trend towards forms of in-service training which are focused on the school rather than taking the teacher away to college is recognized in the latest DES Report on Education, In-Service Training, the role of colleges and departments, published this week.

In-service: best to stay put

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Counties press for more cash

The Government has been told by the Association of County Councils that it should change the procedure and priorities in the rate support grant system. Which gives to local authorities to help run education and other services.

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Tuition for Degrees, Teaching and GCE

Wolsey Hall the Oxford correspondence college, offers really individual instruction by qualified tutors. The range of subjects and examinations covered is wide and includes subjects vital both to teachers and to those of their pupils leaving school without proper career qualifications.

PM briefed on jobs guarantee

The Prime Minister is taking a direct interest in the proposals to provide a Government guarantee of paid work or learning for everyone up to 18. The plea was approved in principle by the Manpower Services Commissioners on Tuesday, and is yet to go to the Employment Secretary.

Voucher views

Parents and teachers in Kent are to be asked for their views on a voucher system of transfer from primary to secondary schools. A survey by a market research company will be carried out in the Ashford area over the next few weeks. A report published later this year. It is part of the I.e.a.'s continuing study of vouchers.

Hewett scholars

Two scholarships worth £100 each will be awarded to college of education students or young teachers by a fund set up as a memorial to Mr Stanley Hewett, former general secretary of the Association of Teachers in Colleges and Departments of Education, who died in 1975. The scholarships are designed to encourage the study of education in other countries.

Labour politics: no split with Mrs Williams

pressure group within the Labour Party and have traditionally and consistently while advancing educational policies which reflect our socialist principles, always put research, theories based on past experience and political practical education and political practical education. In fact, often been criticised for the mere "way-out" educationists for not being sufficiently "with it".

Letter to the Editor

could do other than collapse in helpless inaction at the thought of the party being "gullible". We have had and doubtless will have great where we disagree with the Secretary of State, as we do with her predecessors.

After cleared of assault

Mr Kruse called Mr Burtoo's son, Geoffrey, for allegedly spitting at a girl pupil. Mr Douglas Kemp, defending, said the law stated the act was not assault if it was done in the form of a salute by the parent or teacher, providing it was reasonable and administered with the proper instrument.

Martin Lightfoot

JOHN SIMPSON

DAVID ROBINSON

Advertisement for Wolsey Hall OXFORD, featuring a crest and text about correspondence education and various courses.

Poly teachers slam poor careers advice to pupils

Informed careers advice, inability in career, then advice and the low status of industrial work are major barriers for young people entering further and higher education, said the Association of Polytechnic Teachers in evidence in the House of Commons committee of inquiry into educational standards on Monday.

Dr A. J. Pointon, secretary of this association, told the committee that many including polytechnic students had to be rejected because they had dropped the essential subjects, often mathematics, at an early stage. Others, many of them girls, had been misled in other ways.

"Many of them have studied two modern languages under the impression that they could get jobs in which they can be used. Eventually they discover that this is not possible and they become teachers or shortland typists. By the time they have reached GCE A level there is nothing else they can do."

Many teachers were unqualified to teach the subjects they were required for. The findings were particularly severe in science and maths.

Dr. Pointon complained that there was an anti-industry ethos in the schools. Many teachers see the aims of their pupils as to avoid getting into some sort of industrial work. They want higher education that will give an opening to a pen-pushing job. Children who go into industry are regarded in the schools as some sort of failure. Their triumph is the pupil who goes on to Oxbridge.

The 100-year-old Association of Career Teachers told the committee that much of the blame for declining educational standards must lie with parents, primary schools and split-site comprehensive schools.

Mrs Maurice Pritchard of Lewis Comprehensive School, Ystrad Mynach, mid-Glamorgan, said she blamed the primary schools for some of the difficulties experienced in secondary schools. "The children are not prepared for sustained work. They come to us with the idea that there is no set pattern to the day and that they can talk all day."

"Too many pupils were not encouraged in their school work by their parents and they were allowed to put their social lives before homework. Nor did the comprehensive school help."

"The split-level comprehensive really is a cruel one. It destroys communication between teachers and pupils. We are doing less well now than we were with the old secondary modern school. The tragedy is that the very people the comprehensive schools were designed to help are suffering."

Mrs Vicki Taitley, of St Edward's Secondary Modern School, Poole, Dorset, said that the length of time during which pupils could concentrate seemed to be getting shorter. "Teachers have to compete with the sick presentation of television and it takes longer to establish a rapport with the children."

Pupil governors lose voting rights

Tameside Education Committee have had to convert their pupil governors into "observers" after a warning from the Department of Education and Science that a minor should not hold an office of public trust.

The governing bodies of Tameside's 28 secondary schools have included fifth year pupil governors, elected by their fellow pupils, since 1974. They have had full voting rights.

A decision this year to widen the representation of governing bodies and to double the number of pupils on each board ran into trouble when the DES was asked about the legal status of minors.

David Marbeck, assistant director of education for Tameside, said this week that until the position had been further clarified pupils would only be able to observe and would have to relinquish their voting rights.

William Tyndale: disciplinary decision Strike cost staff their jobs

The William Tyndale disciplinary tribunal has ended by creating the first "no win, no fee" precedent in a public inquiry which successfully each held more than 60 hearings—may still be lengthy. The appellants have a right to call new evidence, or witnesses to challenge the validity of the tribunal's version of the facts.

The proceedings, while they are not likely to last anywhere near as long as the tribunal in the public inquiry—which successfully each held more than 60 hearings—may still be lengthy. The appellants have a right to call new evidence, or witnesses to challenge the validity of the tribunal's version of the facts.

In this case the teachers are unlikely now to be able to contest the admitted facts relating to the strike or the alternative school, but they will be able to dispute the tribunal's interpretation of what happened and its conclusions.

On the inefficiency charges, which took up a large part of the tribunal hearings, Mr Ellis and Mr Haddow, who strenuously contested the evidence put forward by the authority, are likely to have more scope for questioning the facts. They have not yet decided whether they will be able to pay, as they did during the tribunal, to be legally represented: both the authority (which helped pay legal fees for those involved in the public inquiry) and the National Union of Teachers refused to provide for the teachers' defence during the tribunal, in spite of a recommendation from its barrister chairman, Mr Gary Flather, that ILEA should do so.

If the appeals fail, the recommendations have still to be adopted by the schools subcommittee. It is not yet clear what the committee will do so. The decision to bring the disciplinary charges was taken by ILEA's controlling Labour group, overruling a recommendation from the then Education Officer that Mr

Ellis and Mr Haddow should be brought before a tribunal. Since the start of the proceedings the strike has been on paid suspension, code lays down the pending appeal is normal pay.

Members of the subcommittee are not supposed to be publicly waded findings are reported to the tribunal after the appeal. So far, only Mr Ellis and Mr Haddow have been sent only to the tribunal on both sides. Mr Haddow, a law officer, is trying to assess what report will have on the Grentee London Council, in which Conservative Labour gain control from Labour in 20 years. Many of the Labour councillors are likely to be a rebelle that although it has not yet demonstrated even in the aftermath of Tyndale, it has been helpful if it had come more quickly to the attention of the report will, despite its recommendations, simply revive any the election has about the tribunal itself.

On this point the Labour group's success story and is partly to blame for the delays were partly due to the fact that it was forced to work with only one copy of all the documents in the case. The result of a decision by the fans to refuse to supply the teachers' defence during the tribunal, in spite of a recommendation from its barrister chairman, Mr Gary Flather, that ILEA should do so.

Why they walked out ILEA asked clarify code

The teachers went on strike, says the tribunal, because they feared the worst from the inspection which has been scheduled. In our view the root cause of the strike was the teachers' stubborn unwillingness to do that which circumstances outside their control were forcing them to do—namely, to give a full account of themselves and to justify the practices they had adopted at the school.

"We think they realised that any inspection would reveal that all was not well within the school. Fearing the worst result and knowing that this would be exploited by some of the managers who they mistrusted, and by the authority to lesser degree, they turned their back on the inspection, seeing that by doing so its purpose would be frustrated.

Running an alternative school during the strike and ignoring the education officer's instruction to "desist" draws the heaviest condemnations of all. The tribunal says: "When teachers refuse to return to their school where they are employed to teach, and when they do so in defiance of their employer by opening an alternative school drawing upon children who were on the roll of their school, then in these circumstances the discipline can only be characterised as indiscipline of the gravest kind."

The tribunal consisted of the city's deputy education officer, John Bevan; the deputy education officer, Mr G. Rogers; Stephen, head of Oliver C. Junior School; and Mr G. Rogers, deputy head of St Joseph's R.C. School. Its chairman, Mr Flather, is one of a panel of 10 members on whom the ILEA tribunals, and who are now the members headed by Mr Auld, QC, who conducted the inquiry into the school.

The tribunal says that it had "ploughed the ground of us" and through up in detail. "A disciplinary tribunal never before faced such a task", says the report. "It was the first investigation of specific charges against the tribunal had to hear from the beginning."

Mr Haddow, who was an independent body and rejected by the teachers that not be impartial because members' individual relationships with the authority. It criticised authority for only passing witnesses at the hearings being slow, leading to the parties, to volunteer their evidence.

The tribunal criticises the staff code. It says that ILEA teachers have a right to inspect their records, but that documents are being kept their conduct which they allowed to see. Clarification of this and other recommendations.

The tribunal endorses a of the most serious made in the Auld report the authority as a body Mr Harvey Hinds (who is only as the former of the school's subcommittee) rejects the teachers' conduct. "These failures justify none of the ILEA staff gave evidence. The tribunal mildly critical of the director, Mr Donald Rice, and mentions that he was forward as a witness. It that a more active intervention by the inspectorate would be appropriate.

Report by Mark Jackson

to improve maths teaching Kathleen Ollerenshaw (right)

Maths—minus staff don't add up

Be ruthless also in leaving teachers to make vacancies for incoming teachers with good mathematics qualifications so that there is, as soon as possible, at least one competent mathematician in each school.

Give priority in in-service training for those who seek to improve and update their mathematics teaching, but exercise great care and discretion in the nature and content of the courses offered.

Ensure that every primary school has a sufficiency of mathematical games and puzzles in library corners and other corners—these can all be "home-made", or crafted by older pupils.

Create clubs and centres and exploit these for mathematics education and activity in a variety of ways.

Make sure that mathematical talent is noted whenever it may appear, even (or especially) among the youngest children, and that the necessity for noting any special liking for maths and for passing the information on and up to be afraid to admit that they may not themselves be able to supply all the necessary stimulus even if they had the time... be sure that all teachers know of the existence of the centres (when they exist) and recommend children to visit them.

Examine very critically mixed ability teaching as it affects mathematics education both in the final



essential mathematical content in which those of average and less than average ability may hope to obtain work—for example, Merchant Navy or Royal Air Force pilots, those from manufacturing and building trades, from management and sales... and married women would-be returners.

Continue the development locally of teachers' "guidelines" for schemes of work in maths, but ensure that these are accompanied by advice for maximum extending to those pupils who show ability in maths... agree that abilities in maths vary very greatly and ensure that the ablest are not held back doing multiple repetitive examples in stages already well understood... never be afraid to allow children to learn motifs far beyond their normal class age-group if they are eager and able so to learn.

When qualified mathematicians become scarce and, before that, deputy heads (as they do in proportion among staff, possibly because of their ability to undertake efficiently the unpoplar and difficult chore of timetable in a large school), try to ensure that they are not thereby forever removed from all business classroom and other teaching... it might even be feasible in "require" at least ask heads and deputy heads to continue some maths teaching if they do not already do so... similarly cut those plans for in-service training which are virtually only recently out of college—and even more extraordinary that we may be blithely preparing to invest in a huge in-service and re-training programme with these very same colleges as the base.

There should, perhaps, be much more critical examination of pressure plans for in-service training. All teachers need refresher courses and access to some in-service training with opportunities to exchange ideas and experiences with colleagues. The priority is in the nature of in-service training as related to mathematics.

A great deal of the harm and ill-repute of school mathematics today is probably a direct result of ill-digested in-service short courses of the past decade, when teachers, with a scant mathematical background of their own to fall back on, have been expected to grasp aspects of mathematics which are totally new to them, and then go back into the classrooms and pass them on to children.

Earlier Dame Kathleen criticised the colleges of education for doing too little to remedy the poor mathematical ability of so many of their entrants. In 1977 half of all entrants to the colleges had no mathematics O level.

All teachers entering college after 1962 have had three years' training. If at the end of three years they were labelled qualified to teach in primary schools and yet were not competent to teach primary school mathematics by both modern and traditional methods (for they are likely to encounter both at the latter), then the fault lies squarely with the professional integrity of those colleges responsible.

In 1975 almost exactly half of all teachers in maintained primary and secondary schools in England and Wales were under 30. Probably more than 40 per cent of women teachers were under 30. In primary schools were under 30. It may mean to the outsider extraordinary that there is such an outpouring for immediate in-service training with special reference to mathematics when so many are virtually only recently out of college—and even more extraordinary that we may be blithely preparing to invest in a huge in-service and re-training programme with these very same colleges as the base.

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- Can heads and governors still offload staff freely?
- How will the Taylor Report affect it?
- What about retraining?
- What chances for new blood?
- Will weak teachers be shuffled around?
- How long can redeployment go on?

Patricia Howan analyses teacher redeployment in next week's Times Educational Supplement.

REGENT THEATRE

A Sunday season of Shakespearean films

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ALBERT HAYES TAYLOR RICHARD BURTON
THE Taming of the Shrew 1.0

Separate performances 2.40 5.20 8.00

SUNDAY 8th MAY - 1 DAY ONLY
SIR LAURENCE OLIVIER
OTHELLO 1.0

Separate performances 1.30 4.35 7.45

SUNDAY 15th MAY - 1 DAY ONLY
SIR LAURENCE OLIVIER SIR RALPH RICHARDSON
RICHARD III 1.0

Separate performances 1.55 4.55 7.55

SUNDAY 22nd MAY - 1 DAY ONLY
Zeffirelli's
Romeo and Juliet 1.0

Separate performances 1.55 4.55 7.55

SUNDAY 29th MAY - 1 DAY ONLY
ROMAN POLANSKI'S
MACBETH 1.0

Separate performances 2.45 5.15 8.00

CIRCLE SEATS MAY BE BOOKED IN ADVANCE

Old Auld story... almost

The Tyndale saga, as the tribunal retells it, is much the same as the version by Mr Robin Auld, which was conducted in an independent inquiry which reported last summer. But the roles of two of the principal characters are rewritten.

The Terry Ellis of the Auld report was an indecisive and head-pushed along helplessly by a tough subordinate. Mr Auld endorsed the view that Brian Haddow was the man who made the running in the Tyndale staffroom.

The tribunal rejects Mr Auld's description of Mr Haddow as the "main architect" and the driving force in causing Mr Ellis to adopt confrontation tactics. It says its own impression of the head "was not that of a man who could be easily led or influenced in a direction in which he did not wish to go". The head's interpretation of his role, the tribunal believes, was derived from his own political and educational philosophy.

The tribunal rejects Mr Auld's view that Mr Haddow had become "memorised" by the progressive teaching, cooperative teaching and options systems. "He was, however, determined to try to achieve the implementation in educational terms of a particular social philosophy which he believed that he persevered his scheme would stake itself out and work well."

Mr Haddow, the tribunal says, is a sympathetic and competent teacher, motivated by a genuine care and concern for the children in his charge, although it was expressed "in a misdirected manner".

The team-teaching scheme which Mr Haddow was responsible for coordinating, and which was the subject of the inefficiency charge against him, was over ambitious and difficult to operate. The ultimate responsibility for allowing it to run as it did, the tribunal says, rested with the head.

Mr Haddow, it points out, though, got no guidance at the time from the district inspector.

The tribunal formed the view that Mr Ellis, too, has real capabilities and skill as a teacher, but had shown that he was incapable of exercising the responsibilities of headship in a realistic and constructive way. "We think that whereas on account of his conduct he should be deprived of his headship, we do not think he should be deprived of the opportunity to teach, in which field, when properly directed, he has proven capabilities."

The tribunal rejected Mr Ellis's argument that he had not failed in any area when the authority clearly stipulated the action to be taken. His efficiency was being questioned in areas left to a head's discretion.

The tribunal said: "It is a tradition of the English educational system to allow considerable autonomy to the individual headteacher in determining his own way of working, subject to satisfying the local education authority that it is efficient. Commonsense, imagination, extension to the views of parents, managers and inspectors all play a part.

"If he persistently uses his discretion so badly as to make serious mistakes, fails to accept advice or to use facilities provided by the authority there to support him and evinces hostility among those close to the school, his employability, in the right, indeed the obligation, in our view to levy a complaint of inefficiency for the protection of the children in the school."

Unilever Topics

a new series

For many years Unilever has published materials relating industrial processes and experience to what is taught in schools. The publications have been in three fields: science at a fairly advanced level; general science and home economics; and business studies.

Continuing its policy of strengthening links between education and industry, Unilever has now published a new series of articles called Unilever Topics. These articles deal primarily with subjects related to business studies.

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Unilever Educational Publications

Look into the Arnold Shop window

The Arnold Shop Window, a comprehensive exhibition of Arnold Educational Equipment and Publications, supported by lectures by educationalists, will be visiting Chester to give people in that area an opportunity to examine their:

- Nursery and Infant Apparatus
- Art and Craft Materials
- Musical Instruments Publications
- Maths and Science Equipment
- Audio Visual Aids
- Modern Language Courses
- Multi Media kits

John Ingram will be representing The Times Educational Supplement during the course of the exhibition and looks forward to meeting as many teachers as possible.

The Exhibition will be held at the

Grosvenor Hotel

Eastgate Street, Chester

Wednesday, May 4th and Thursday, May 5th

11 a.m. to 7.30 p.m.

Lectures will be given each day as follows:

May 4th—5.30 p.m.

Ideas in Art

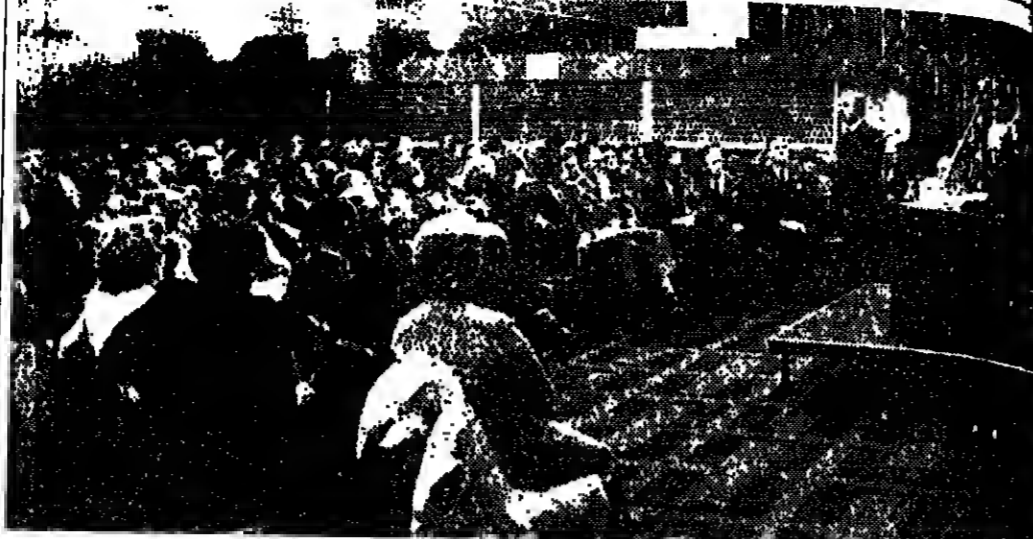
Henry Pluckrose

May 5th—5.30 p.m.

Fun with Instruments and Learning about Music

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Great Debate (Tory model) gets under way. STEPHEN COHEN reports

Parents' charter (mk 2) unveiled

The Conservative version of the Great Debate got under way in Manchester last week with dozens of short speeches criticizing the state of the nation's schools, academic standards, teachers' dress, discipline, and lack of parental choice.

Mr Norman St John-Stevens, Conservative spokesman on education, opened the first of three regional conferences by welcoming the recently concluded Government-sponsored conferences. The Tory approach concentrated on parents, he said. But although many of the speakers invited to take part were parents, they were also often teachers, councillors, or school governors.

An educational revolution was taking place. All of us concerned with the future of children and young people in our schools must strive to see that it is turned to constructive purposes.

All over the country parents are besetting themselves and demanding that their views on the education of their children should be taken seriously. This is an excellent development, but we must remember that while the recognition of parental rights is important, the performance of parental duties is of equal significance.

As Conservatives, we believe that parents have an inalienable right to educate their children, and that everyone in the education service, from the Secretary of State down to the most anonymous dinner lady, exists to help them in this task. Education policy should be so shaped that every parent has full opportunity for exercising his or her rights and responsibilities.

Three years ago, he said, he launched the parents' charter. He put forward now a revised version.

Time to end the system of zoning. This was introduced as an emergency measure to meet the needs of huge rises in the school population. That is now coming to an end, and in a short time, school rolls will be declining. Why not allow every parent within the local education authority area, and indeed across the boundaries, to select the school of their choice?

Parts of the education Acts should provide clear obligations on the state and local authorities to take account of parental wishes. Such a clause would provide that authorities should follow the wishes of parents unless the cost of the educational needs of other pupils make it unreasonable to do so.

A system of appeals should be established so that parents dissatisfied with allocation of schools, or other matters, would be able to make their voices heard.



Mr St John-Stevens: A revolution.



Mr Grantham: Heads under pressure.



Mr St John-Stevens: Against the stream.

Mr St John-Stevens wanted to know what the conference thought about providing places in them for children of parents who would pay according to their means. Most of the 140 people who took part in the debate were in favour of publishing school exam results so that parents could compare the performance of schools. Mr Ted

Schools account boyson

...hold annual "share-outings at which the Conservative Party...publish a prospectus...to eliminate bad...encourage school achievement...parental involvement.

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£15m a year—the cost of vandalism

Vandalism and arson are costing local education authorities more than £15m a year, according to a pamphlet published by the Save the Children Fund last week. Much of it is done by children under 12, many of them girls.

Vandalism in Schools describes vandalism as an expression of adolescence and calls for an inherent national campaign to tackle it. More parental discipline would help, it says.

"Vandalism is caused by people at the bottom of the heap, who are unable to achieve status or influence events in any other way."

Groups of people in each school should have a specific responsibility for fighting vandalism. They should include teaching and administrative staff, parents, i.e. representatives, pupils, social workers and the police.

Centres should be set up at further and higher education or adult education colleges, where a small paid staff could help schools to fight vandalism by offering information and training training sessions.

There should also be a national information centre. This would specialise in crime, crime prevention and semi- or non-criminal behaviour in order to cover all forms of vandalism.

The Save the Children Fund claims that the ideas put forward are cheap, simple and practical. In Glasgow alone the cost of repairing vandalism would build two new primary schools every year.



Youngsters who turn on to TV sex

Children aged between 11 and 15 regularly watch explicit sex and violence and hear obscene language on television, a survey revealed last week. Some of them agree there is too much of both.

The findings, published by the National Viewers and Listeners Association after a survey of 900 schoolchildren, showed that one in four children thought too many programmes were orientated towards sex. Two in five thought there was too much emphasis on violence, sensationalism, fantasy and sordid reality.

The questionnaire answered by schoolchildren aged 11 and over in schools of all types in various areas of Britain, also showed that in almost half the children's homes viewing was unrestricted whether the programme was suitable for family viewing or not. There was less control over what younger children watched than over those

aged 16 and over. Sex was switched on before 5 pm in most homes.

Parents of grammar school schoolchildren exercised more control over what their children watched than parents of secondary modern children.

About one in four children felt that television affected their attitude towards parents, their elders and younger children, while half of them felt it affected their views on morality, religion and general behaviour.

indicated that "millions of children between the ages of 11 and 15 are watching programmes described by the broadcasting authorities as adult."

"They have therefore seen many X films, many 'Plays for Today' and much of the adult violence which is now causing so much concern. They have heard obscene language, coarse blasphemy and have watched explicit sex."

The association criticized the broadcasting authorities for not translating their academic concern into action, and for being too preoccupied with viewing figures and competition with other channels.

Language plea for Chinese

The National Education Research and Development Trust is to ask Mrs Shirley Williams, the Education Secretary, the Home Office and the Schools Council to provide more Chinese textbooks on how to learn English for children caught in "the takeover trap".

The trust also wants conferences and seminars on Chinese dialects and the Chinese way of life.

The plea for help came at the organization's London conference after Mr Brian Jackson, the director, reported on Chinese youngsters working late in takeaway shops, baffled by their surroundings and often neglected at school.

About 3,000 children who serve in restaurants throughout Britain while their class mates were in bed, were being ignored by the Government and education authorities, he said.

Although takeaway restaurants had been accepted by the British people who run them were still outsiders. "This is largely because the British have got a myth about Chinatown. They regard it as a place where there is a red light district and heroin is sold."

They were as likely to find a Chinese community in Peebles, Yorkshire, or Penzance as in Salford. There are more Chinese in this country than at any time and teachers are finding that more and more Chinese children are coming into their classrooms. They are left with their own resources to deal with them.

Teachers at the conference told of Chinese children arriving late for school, and often falling asleep in class after working late in their parents' restaurants.

Headteachers back social studies of going comprehensive

The booklet says that "selection is rooted in the idea of types of pupils for types of education and is made at an age which is no longer defensible. It implies that access to some knowledge should be denied in many pupils and lays undue emphasis on a very narrow view of excellence and on a wasteful view of aptitudes and abilities."

Supporters of comprehensive education do not believe that all children are equal. Instead the booklet notes, there is "a firm belief in the vast range of talent and potential amongst all our pupils, in the variety of abilities and aptitudes within each pupil and in the certainty that there is nowhere that lines can be drawn to separate pupils into types."

"A belief in the equal worth of human beings and in the need for society to demonstrate its acceptance of this principle points inevitably to the desirability of the common school. Within it there is the best opportunity for the promotion of social tolerance and political awareness," the association says.

The Union of Students in Ireland hopes that the relative volumes of the submissions by those for and against comprehensive schools will be the result of a decision "because it is precisely those elitist interests who have benefited most from the selective system who are so articulate and so strident in their opposition to any egalitarian or democratic model of education."

In a submission to Lord Melchett, the Minister responsible for education, the union expresses the view that "only a genuinely comprehensive system of secondary education is compatible with the principles of social justice and equality of treatment for all."

It favours 11-15 schools followed by 16-18 colleges based on the existing technical colleges, and catering for O and A level students, as well as OND, City and Guilds, pre-university, craft subjects and pre-apprentice and block release courses. USI also advocates more extensive lay representation on school management committees in addition to churches and area boards.

Royal appeal aims at youth

Deprived and sick children are to be among those who will benefit from a trust announced this week by the Prince of Wales to mark the Queen's silver jubilee.

The trust will sponsor young people to help others. Some of the schemes will involve people from other Commonwealth countries. The activities which Prince Charles wants to encourage include work in hospitals and homes and help for the elderly, lonely, disabled and mentally handicapped.

Some groups will concentrate on improving their local environment, and some will take part in adventure projects to bring out qualities of leadership.

Prince Charles said that he hoped his appeal would awaken a realization of what young people can do, given the opportunity to accept responsibility and have an effect on the world.

The underwork to see that the money from the appeal would be released quickly and said that some projects had already been planned. Support had been promised from many quarters.

Contributions to the appeal can be sent to: The Prince of Wales, PO Box 1077, Buckingham Palace, London SW1P 1AA.

Teach in France for a term

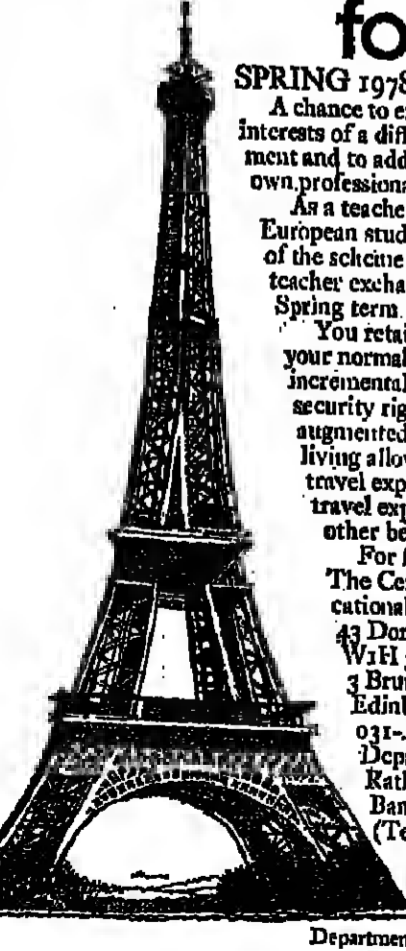
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Dartington: a quiet Devon retreat for a pensive conference.

How the classroom got lost in spheres of high-flown thought

An educational conference held at Dartington last week took as an unusual starting point for its daily sessions the different spheres of existence posited by the French Jesuit priest, Teilhard de Chardin. "Alternatives for humanity", as it was titled, was the second of an annual series of conferences in new themes for education that were started last year by Mark Bromham. As he put it: "Most reforms in education have come about because of the views of people in other professions such as scientists, psychologists and politicians. We wanted to give educationists the chance to consider possible alternatives in their own field." This year the Teilhardian distinctions of different spheres of existence formed the basis for the discussions. De Chardin explained his ideas in The Phenomenon of Man, which was published in 1959. He pointed out that man is an essential part of nature and not separate from it, and that evolution is still taking place in human life, thought and society. He distinguishes his different spheres of existence that surround the earth as: the "biosphere", the web of life that we mean when we talk about Nature; the "psychosphere", the awareness of life and consciousness of being; the "noosphere", the sphere of human knowledge; and the "theosphere", which bundles together spiritual beliefs. A great deal was said about ecosystems, the influence of the planets on personality; different aspects of the self and ways to which these should be developed. Participants considered how men's perspective of himself has changed from being the centre of the world to being a tiny part of an increasingly complex cosmos, and they looked at the wide range of forces which exert their influence on men. The conference was told about the different hemispheres of the brain and how education has stressed its use of the cognitive hemisphere at the expense of the intuitive. Man, it was said, is a "religious animal" who is now so spiritually inhibited as to be occasionally repressed. After four morning sessions of "mind-expanding" talks, those at the conference (mostly lecturers at universities or polytechnics, administrators and heads of schools and colleges, students and a worryingly small proportion of teachers) were left to meditate between lunch and tea. Tea was followed by two hours of workshop sessions with the morning's speakers when, presumably, they should have been asked to defuse their brains and enter the impressive array of generalisations to get down to the more pertinent questions of how their ideas should be incorporated into education. Unfortunately the workshop sessions tended to be merely a continuation of the talks, and few people even challenged the assumptions on which the ideas were based. There was hardly any reference to the classroom. As one teacher pointed out: "This may have been because those of us who chose to come here were already sympathetic to the views that have been put forward." Another said: "It's been a good mind and body health furore, but

Betka Zamoyka

When teachers are de-

English insularity is still a major barrier to the teaching of their mother tongues to immigrant children, according to an NFER report, Language needs of Minority Group Children, by Miss June Derrick. The English, says Miss Derrick, are still barely tolerant of the bilingualism of the Welsh and the Irish. Entry into the Common Market found them totally unprepared linguistically. "It is small wonder that the languages of minority groups in England are given little attention in schools. At first sight it looks as if languages other than English are not thought of as assets so much as liabilities." Knowledge of the languages of

Call for better sex instruction

Some teachers do not know enough about sex, a recent conference at Loughborough, Leicestershire, on sex education for youngsters was told. Mr Trevor Locke, of the National Youth Bureau, said many children were leaving school not fully aware of the important role sex played. Teaching standards had to be improved. "It is not enough to teach the facts of life to children. They should be taught about personal relationships and have a knowledge of and emotions. They should understand the meaning of sexuality in society." The conference, attended by workers, teachers and guidance counsellors, discussed the standard of sex education in most schools was still very low. It urged the Home Office and Schools Council to spend more time and money on sex education.

SPECIAL ANNOUNCEMENT

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Nottingham Playhouse Company in Shakespeare's Twelfth Night directed by Robert Knights May 4, 5, 6, 7, 11, 12, 13, 16, 17, 20, 21, 25, 28, 27, 31 June 3, 4, 10, 17, 18, Matinees May 7, 21 June 4, 18

and also in Arthur Miller's Death of a Salesman directed by Richard Eyre 'magnificently convincing' - Guardian May 9, 10, 14, 18, 19, 22, 23, 28 June 1, 2 Matinees May 14 & 28

Schoolchildren: 50p for any performance except Saturday evening Teachers: Free - in a ratio of one teacher per 10 children

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ence diary by Madox

Mr Carter's rash, brash nuclear policy

President Carter's stock in trade is his brusqueness, and his apparent relish for the reputation attached thereto. His announcement on April 7 of the new Administration's policy on the reprocessing of nuclear fuel (which is not for the time being to be carried out in the United States) and on fast reactors (which are not for the time being to be exploited commercially) should be regarded in this light. Indeed, at the press conference at which President Carter made the announcement of his new policy (but in connection with the domestic issue of nuclear energy) he was heard to say with pride: "I am not much of a teacher—that is one of my political defects for which I have been criticized a great deal". Especially in the light of recent history, it is a fair guess that Americans are disenchanted with horse-dealers as presidents, but a capacity to smell out in advance sources of insuperable opposition does seem desirable. For lack of it, Mr Carter has suffered two rather humiliating defeats in the past few days—Mr Cyrus Vance's ill-prepared attempt to persuade the Russians to accept a more radical (and for their matter a more desirable) version of the SALT agreement, and the president's own failure to persuade Congress that each American taxpayer should have a tax rebate averaging \$50. My own guess is that the brave new nuclear policy will come unstick in the same way. The objectives are praiseworthy enough. What the president is seeking to do is to slow down, or even to halt altogether, the proliferation of nuclear weapons. He and his advisers are, moreover, linked with the price of oil and the efficiency of the least efficient nuclear reactors now operating. But fast reactor systems operating on a substantial scale produce at least 100 times as much energy per every kilogram of uranium as do the light-water reactors which

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LETTERS

Secret records: open and shut case

Sir,—For some weeks there has been an increasing volume of comment and correspondence on the subject of confidential reports and records kept by teachers about their pupils.

Damage done—on the quiet

Sir,—It is not only schoolchildren, their parents and students who need access to records kept about them.

Marks can set the standard

Sir,—The general concern over the effectiveness and direction of education in Britain can never be allayed with a simple remedy.

Slaves to the exam boards

Sir,—You report (April 8) that the GCE examination boards have told a House of Commons committee that public exams cannot be used to make the curriculum more relevant.

FE for the handicapped

Sir,—May I support your appeal, under the name of the FE for the handicapped?

Outside the union sphere

Sir,—We should be grateful to Mr Jarvis (Proprietors or pupils?) April 8) for his explanation of how the continuation of committees of the Schools Council by his union has contributed to the need for a reappraisal of the Schools Council's work.

Future of the sixth form



Numbers game is suspect

Sir,—The DES memorandum on the future of sixth forms may well prove to be the first official opening shot in a long campaign to undermine the validity of schools' sixth forms.

Answer lies in 13-19 schools

Sir,—The Secretary of State and his ministerial colleagues have indulged in statistical discussions about the future of sixth forms.

Boarding—better than moving

Sir,—Your article on the Exeter Great Debate (April 1) draws attention to the problems faced by children of parents whose job requires frequent moves.

Local commitment counts

Sir,—The two-part report on corporate management by Patricia Rowan (March 18-25) was an admirable survey of the debate so far on this issue within the education service.

Tougher in the colleges

Sir,—I feel bound to question one statement in your otherwise first-rate article, 'Most sixth forms too small to work' (April 15).

A levels: the top 20

Sir,—We await with hated breath the DES report on sixth forms fore-mentioned on pages 1 and 3 (April 15).

Accountability

Sir,—With respect, it is Maurice Holt (April 22) who has resented the brief TES report of my Durham lecture would not have helped him to find it. I did not suggest that heads—least of all myself—should surrender any power; merely that we should be more accountable for our use of it.

Accountability

Table with 2 columns: Subject, Marks. Lists subjects like Mathematics, Physics, Chemistry, English Literature, Economics, Geography, History, General studies, Art, French, All Subjects, and their corresponding marks.

Four skills for common core consideration

Remembering and recalling. The ability to take in, store and recall information. Languages and history require this ability and their study develops the skill.

Oxbridge and the Empire

Sir,—I appreciate that the Personal column is one for letting off steam but surely there must be some constraints towards accuracy.

BBC TV YOUNG MUSICIAN OF THE YEAR

BBC TV is organizing a competition for musicians of British nationality whose 19th birthday falls on or after April 9th 1978 and who are normally resident in the United Kingdom.

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Sport Champions lose golf title by a stroke

by Stanley Lerenson

Close finishes marked the final stages of the English and Scottish finals of the Aer Lingus schools team golf championships. In England Brackenbush Collegiate, Hampshire, champions for the past two years and international winners in 1976, were plumped by a stroke. In Scotland there had to be a sudden death playoff.

Brackenbush (236 strokes) were beaten by Millfield, Somerset (235), in the English final at Sunningdale, which brought together the 27 survivors of earlier rounds. Stratum School, Biggleswade, Bedfordshire were not far behind on 238.

Millfield, the English champions in 1972 and 1974, won the international title three years ago.

In the Scottish final at St Andrews there was a tie on 251 between Bell-Baxter High School, Cupar, and Cornonistie High School, Bell-Baxter, who at the first extra hole.

It was pretty close, too. In the all-Ireland final at Ballybunnin, Co. Kerry, with Franchore Christian Brothers School, Co. Waterford (244), having only five shots to spare over Belvedere College, Dublin.

In contrast, Bishop Carse School, Swanton, the 1976 Welsh champions, had a 10-stroke margin over Whitchurch High School, Cardiff (252-262), with Ysgol Ardunwy, Harlech, third on 268 in atrocious conditions at the Royal St David's club in Harlech.

This year's final at Coventry City's ground tomorrow week will be between Woodlands School, Coventry, and Holloway School, London.

Later in the month Birmingham City's stadium will stage the under-19 final between St Philip's College, Birmingham, and Runn School, London, the winners in 1971.

Tonight at Ebbw Vale, the England under-15 team meets Wales in a Victory Shield match. On May 6 they meet Scotland at Old Trafford, Manchester.



Young hopefuls: Colwyn Bay (in black) and Pontilystyn Junior school got in it during the All-Wales mini-rugby festival of the National Stadium, Cardiff. Sixteen teams took part.

Ups and downs on the football field

Holdovers out of under-16 final

The Canville Upper School and Eastington Secondary School grip on the English school's under-16 football tournament has been loosened. Canville, from Leicester, and Eastington, from Co. Durham, joint holders last year, have not even reached the semi-finals this time.

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However, the Harry Aloysius team from Edmonjon, Cardiff, were judged to be the most sporty team in the senior competition.



Young hopefuls: Colwyn Bay (in black) and Pontilystyn Junior school got in it during the All-Wales mini-rugby festival of the National Stadium, Cardiff. Sixteen teams took part.

Profit and loss

Wallsend Boys' Club, Tyneside, one and lost one in the National Association of Boys' Clubs international football festival, held at Chatterhouse School.

Wallsend beat St Giles' Centre, Weybridge, 4-2 in the under-18 final but then lost under-16 final 2-1 to Raynes Park, Surrey.

The junior, under-14, side won in East Wokingham Youth Club who crushed Ringer, London, 7-0.

Thirteen of the 37 teams from abroad including West Germany, Switzerland, Norway, Denmark, Canada, Holland, Belgium, Sweden, but none of them reached the semi-finals.

However, the Harry Aloysius team from Edmonjon, Cardiff, were judged to be the most sporty team in the senior competition.

into the hurly-burly

Malcolm Parlett believes educational research needs to move much closer to where national policy decisions are being made



getting through, or not being listened to—and nothing undermines their sense of professional identity more than being ignored.

On the face of it, forming policies should be heavily dependent upon research contribution. After all, educational policies prompt impassioned arguments and allegiance. Educational ideas are presented as self-evidently true, and questioning the fashionable can lead immediately to the doubter being labelled a Marxist or a black pepper. Education is laced with politics and ideology, or more accurately—prejudice and closed-mindedness. Cool, far-seeing, historically aware discussion prompted by the work of genuinely independent-minded educational researchers, could—at least in theory—exercise a crucial moderating influence.

In practice, a research contribution of this kind seems impracticable, indeed far-fetched. Research does not articulate closely with educational policy making. It is unlikely to begin doing so without drastic revision of its perceived scope and methods of work.

The types of research investigation carried out do not convince others that researchers have a natural role to play in elucidating, let alone proposing, educational policy. Research results may be taken into account, displaying facts and numbers for policy makers to rake over and quote from judiciously, but when it comes to discussing and deciding policy, researchers are seen as peripheral.

The committees command respect: they are seen as having broadly based memberships of reasonable, experienced people, who operate outside party politics; and they produce well-argued reports and thoughtful recommendations that—the stereotype goes on—gather dust and are watered down, respectively, because of governmental inertia or lack of cash or both.

In terms of contributing to the appraisal of national educational policies, research and committees of inquiry might be seen as competitors within the same market. Research clearly loses. The question is whether it should continue to do so, or whether it should move to a far more policy-orientated style of work, more central to national educational decision-making.

I believe research should move in this direction. There is a new NFER report, *Towards Integration*, that tries to do so. It investigates policy issues surrounding educational placement of handicapped children. The critical question—examined here as it relates to the visually impaired—is one with far-reaching implications for handicapped children, their families, and the special schools they have traditionally gone to.

Play schemes

To make its Summer Holiday Play-schemes Register as comprehensive as possible, the National Playing Fields Association is asking all who intend to run play-schemes this year to give details as soon as possible to its information centre at 25 Ovington Square, London SW3 1JQ.

In brief

Day off to greet Carter? Schoolchildren in Washington, England, may get the day off when Carter visits the "mother country". The United States president will be visiting Washington, Soudsland, on May 6 and the local authority says it will try to lay out transport to Washington Old Hall for local schoolchildren keen to greet the visitor. It will be up to individual heads whether or not pupils get the day off.

The German connexion

A formal educational link has been forged between Leicestershire education authority and the Ministry of Education in the Saarland, West Germany. The link is to give young people the opportunity to get to know one another's countries through short study visits, longer residential stays, school to school exchanges, and links between further education colleges. A similar association has existed for five years between Leicestershire and Seine-Maritime in France.

People

Mr Vivien Stern, principal community services officer of the Community Relations Commission, is to be the new director of the National Association for the Care and Resettlement of Offenders.

Cycling—to save a heart

During Jubilee Bike Week (June 5 to 11) and for the rest of the month every adult and child cyclist in Britain is invited to take part in a campaign for the British Heart Foundation. The campaign is being staged with the British Cycling Bureau and Friends of the Earth and the money—from sponsorship—will go to the foundation. A silver bicycle presented to Prince Philip will be auctioned, and there will be prizes for those collecting the most money.

Teacher's paradise

The Gilbert Islands—remote tropical islands in the Pacific—want four British teachers to volunteer to help set up new community high schools. The emphasis in these secondary schools will be directed firmly away from abstract subjects towards teaching the practical skills good for a coral atoll. Voluntary service Overseas is looking for teachers who are jack-of-all-trades—able to teach simple carpentry and building as well as maintenance of machinery.

Schools

Mr James A. Baker, first deputy head of South Bromsgrove High School, is to be the new head.

Universities

Mr John Lucas, reader in English at Nottingham University, is to be professor of English at Loughborough University of Technology.

COURSES

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Perhaps the greatest self-doubt arises from the realization that teachers rarely read educational research journals, and press summaries rather than original papers. Researchers have a sense of not

do educational researchers think? Do they feel they have a mark on the educational scene? The answer is "no". Indeed, at Educational Research Association there is much hand-wringing about the state of educational research. "Business" comes from several sources.

Second, education—as a specialist subject area—remains low on the hierarchy of academic prestige, sitting in slightly above home economics and even sociology. Third, the professional career ladder for full-time educational researchers is precarious, with far more projects engendering insecurity and that would be a scandal in many

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getting through, or not being listened to—and nothing undermines their sense of professional identity more than being ignored.

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No stopping place?

Tony Howarth reviews two books which challenge conventional school history wisdom about the Second World War

The Russian Version Of The Second World War. Edited by Graham Lyons.

The defeat of the Axis powers began at El Alamein, or at Midway, or at Stalingrad—much depends on who published your

Popular histories of the war document our mythologies. They serve as people's memorials to their part in the victory, and among the readers are many of the actors.

That is all very well at the schoolbook level. We should and do ask more of the histories published for use in schools—and we very rarely get it.

The second reason for pulling out the red, white and blue carpet is that this Soviet saga should be a very useful book in the hands of any teacher over here.



1943. The Kursk Bulge Battle. Captive German soldier by his gun smashed by Soviet artillery.

evasions in the history of textbook writing; for example, a certain J. V. Stalin rates only three references in 90 pages; the Jews are mentioned twice; and Tito never lived.

Among the more comfortable and misleading commonplace of history written for schools is the use of 1945 as a convenient stopping place for that year's active hostilities

behind bars. His subject is the displacement—the expulsion by force—of 16 million Germans from their homes in Central and Eastern Europe in the late forties.

It is an obvious point to make (but worth making again since it is, apparently, all too easily forgotten) that war brutalises those who wage it.

Mr Lyons points out to his introduction to The Russian Version, "A series of Colitz with Russian prisoners subjected to interrogations."

The "legal" basis for the German population was, according to the Potsdam Protocol of 1945, to expel the Germans from Europe.

It is not surprising that the active and militant pursuit of other people's war ceased in Europe in 1945.

Riding into the sunset

Geoffrey Parkinson on delinquency

Delinquent Way of Life. By West and D. P. Farrington.

The image attracts; all when they are not romping about in grassy recreation

Those who have made deep Marxist investments in criminology are in for a shock by the current floodings.

They explain, "for self-protection" or by a girl friend who has been completely ruled

The remaining conclusions of this study are likely to be generally acceptable for those who can

Hardly surprisingly, they are not seriously interested in developing their potential by further education

in which statistics confirm and extend the daily experience of dealing with young offenders.

An interesting distinction between the offender and non-offender on a physical level is marked by the fact that the offender tends to have a slower pulse rate.

These who have made deep Marxist investments in criminology are in for a shock by the current floodings.

The second area of controversy will come in some significant implications that follow confirmation of evidence for the highly popular "labelling theory."

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Hamlet without the Prince

Tom Corfe

on Parnell and Ireland

The English Peace of Irish Nationalists: Parnellite Movement in British Politics, 1880-96.

It is just 20 years since Conor Cruise O'Brien's Parnell and his Party opened the latest phase in the complex story of the Lost Leader's posthumous reputation.

Parnell, through caution and lassitude, rarely committed himself to paper and left no coherent quarry of documentary evidence for the industrious researcher.

These books ably represent this latest phase. Both are, very evidently, products of the P.D. industry.

The results, however, are two highly rewarding studies, shedding a good deal of light on the preoccupations and attitudes of nineteenth-century Irishmen.

Dr O'Day demonstrates a curious paradox: these Irish nationalists were better exemplars of the true principles of the Union

Dr Foster's book is rich in wit, wisdom and insights. Here again at work is that tolerant and enlightened body of Anglo-Irish landlords and public benefactors

The picture of the man's background, his party is more complete now, when the appetite for a fuller understanding of the central epigma.

Right-headed and liberal

Tom Kemp

On Margaret Thatcher

It is never clear how far the right-headed and liberal Margaret Thatcher is from those conservative principles which she propounded.

It is never clear how far the right-headed and liberal Margaret Thatcher is from those conservative principles which she propounded.

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24 Books/History

Thrones and dominations

F. R. H. Du Boulay on medieval Europe

The Norman Empire. By John Le Patourel. Oxford University Press £15.00.

The Medieval European Community. By D. J. A. Matthew. Basil Blackwell £12.50.

Two books, both on important medieval topics, both by distinguished historians...



Part of Rheims Cathedral, an illustration from 'The Medieval Mosaic' by Jean Gimpel.

In the one case Professor Le Patourel argues that, as the Normans built up lordships in northern France and in Britain, they created a structure which may be called an 'empire'.

ing the material aspects of Norman monastic foundations...

Status quo tradition

Peter Hebblethwaite

Conservatism in Europe 1770-1945. By John Weiss. Thames and Hudson £4.00.

Like most words used in political controversy, 'conservative' can be a term of commendation or abuse.

It is not always easy to see the contrast in these objective processes...

Liberty enchained

David Goodway

Revolution and Reaction: 1848 and the Second French Republic. Edited by Roger Price.

Two years ago the appeal of this volume would have been restricted to a small number of specialist historians.

vinces, but within six months goals fears of socialism...

25 Books/History

Making the world go round

David Russell on economic history

Towns in Transition 1500-1600. By Peter Clark and Paul Slack. University Press £3.50.

extent of the upset caused to the commutation agreements by agricultural improvement.

It is not always easy to see the contrast in these objective processes...

Devil-dandy

Prince Rupert of the Rhine. By George Malcolm Lewis. Routledge and Kegan Paul £5.90.

Prince Rupert of the Rhine was a military commander and a politician...

Life in the city

A. R. K. Watkinson on Victorian urban history

The Victorian City: Images and Realities. Volume 1: Past and Present. Edited by H. J. Dyos and Michael Wolff. Routledge and Kegan Paul £4.95.

Nineteenth-century urban history is a growth area both for the academic researcher and for the general educated public.

unevenness is obvious in this volume. There is no proper introduction. The three demographic and general chapters by Lempard, Briggs and Banks are disappointingly unfocused when read a second time...

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Adding a visual dimension to the lessons of history

ROBERT UNWIN considers the many forms of illustration available to history teachers

Television or programme on the moorland habits of crocodiles and libraries are inundated with requests for reptile books; film jaws and the paperback, together with an assorted range of "white death" material, are likely to appear on the adolescent's book-shelf.

Audio-visual stimuli can heighten motivation and encourage verbal faculty, but what sparks off the desire to read the book cannot readily be isolated, for a big difference between the present age and previous generations is in the opportunities now provided by educational and communicative media. Thus the conditioning for children at home and in school can be totally different from any previous period.

Even before men could read, write or compute, rudimentary drawing was an essential form of communication, and the evidence available to the history teacher today, in visual form, extends from the artifacts of lower palaeolithic times, the classical frescoes and mosaics, the Bayeux Tapestry—an early picture strip—down to the photographic records from the nineteenth century onwards.

In recent years a number of authors and publishers of history school books have begun to use illustrations more effectively, but many textbooks still provide no guidelines, and it would be interesting to calculate the total space allotted to visuals to which no reference is made in the text. The expansion of the supply of pictures which can help in explaining the pictorial and the verbal means that it is no longer necessary to use words exclusively.

Yet, if the bias in favour of the visual has grown to such an extent that it is possible to speak of the cult of the picture, illustrations can still be ineffective if they are poorly chosen, inadequately researched or loosely used. An understanding is also needed of the possible role of the visual; for example, it might be difficult to understand Regency architecture completely, without illustrations; on the other hand, an attempt to explain the ideas of liberalism solely through visual aids would almost certainly prove inadequate.

Although visuals can be located which complement the verbal effectively, their use in the classroom can be frustrated if insufficient attention has been paid to the developmental stage of the

children for whom the material is intended. What is required is a proper appreciation of the importance of the visual dimension in the world of the child and of the ways in which children are encouraged to use illustrations from their early years. Only then is it possible to establish a rationale for the best use of illustrations in the classroom.

As a leisure activity, children often enjoy studying pictures which involve the location of hidden letters, numbers or objects. There are also numerous historical examples of visuals in which the artist or engraver has incorporated numbers in the illustrations themselves, together with an associated explanation. Where this has not been done, the history teacher, possibly working on copies of the originals, might insert numbers and ask pupils to identify particular activities, buildings or people.

Another activity, popular with both children and adults, is to spot the differences and to record, often competitively, slight differences between two illustrations. Parallel to this can be found in the pictorial material available for the history teacher: a village plan before and after enclosure; a map of a local district before and after industrialization; a historical map of Africa in 1870 and another in 1914. Two views of a street scene from the nineteenth century onwards.

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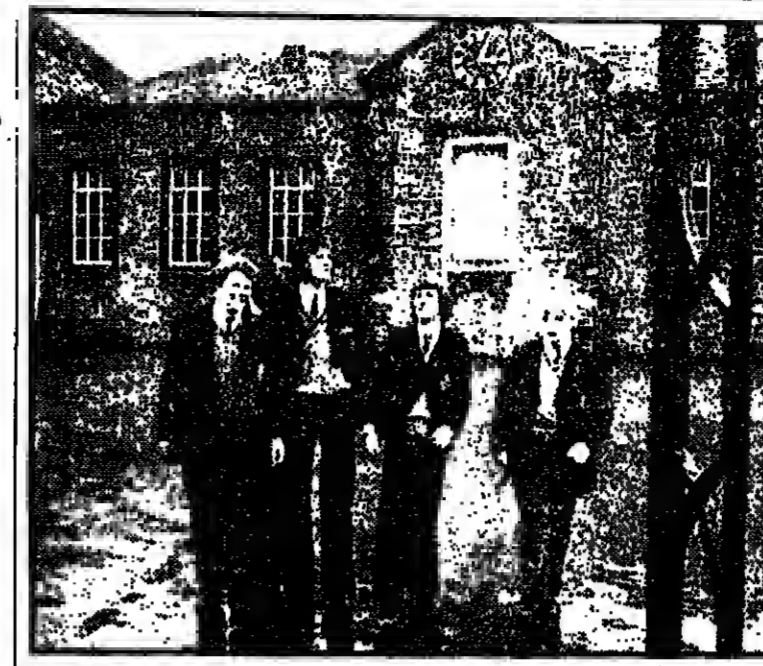
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TALKBACK

Reasonably dressed?

Sue and Steve Ferguson

Shirley Williams proposes a "contract" between schools and parents, under which the school would promise to reach children as well as it could, while parents would, among other things, undertake to send their children to school reasonably dressed, clean, and given some sort of breakfast. Our work on Merseyside has led us to the view that this contract requires closer examination.



help towards the additional often exceptionally high costs of a distinctive school uniform, arguing that the power to make such grants rests with the local authority. But while this provision exists through the 1944 Education Act, it is only discretionary: the LEA may provide help with uniform costs, can determine the size of the grant, and how it is payable.

Rather than being a fair exchange of responsibilities, Shirley Williams' contract is a means of further legitimating the excessive demands many schools place upon families. As long as the Education Act is interpreted in terms of the 1954 ruling, parents will never have the right to decide what is "reasonable" for their children's wear.

Current practices vary according to the preferences of the head. Do parents consider as reasonable the demand that their daughters attend school in a blouse of specified fabric, containing no buttons, and in a school style? Available from a named school supplier? Is it reasonable that girls must wear white socks in the summer and grey ones in the cold weather?

The United Kingdom Reading Association has just started a new journal, Reading Education—UK. The first issue is entirely devoted to articles on the influence of the Bullock report on teacher training, in relation to preparation for the teaching of

Stantonbury Campus in Milton Keynes is taking part in an international project concerned with evaluation and assessment of mixed-ability classrooms. It would like to have as much information as possible from other schools who may be developing ideas or schemes in this area.

Information and ideas about the world of volunteer service come in a new quarterly international journal, Aspects, whose first issue is now out. The journal aims to promote discussion of philosophy and practice in this field, and is particularly interested in descriptions of

Rural deprivation

Joe Santaniello

"Deprived child" is a blanket term covering many of society's failures, those born to live in slums. The child disenfranchised from grass and ground in the high rise flat, the flinching, lettered child, the black child condemned to tight-rope through life—all are easily identified as "deprived".

One old woman I knew complained that she missed the sound of children playing in the school yard. Certainly, during the day there are villages present a silent image, which may be all very well for the retired middle class element, but for Grandma Brown "it does seem dead".

For the country child to be deprived of space seems ludicrous. Yet, except in those prosperous villages where the playing fields are those inherited commonland, there may be nowhere at all to play and little prospect of going anywhere else.

Aspects, the international journal of volunteer service, is a quarterly journal which aims to promote discussion of philosophy and practice in this field, and is particularly interested in descriptions of

On nights and parent teacher meetings could be held in local village halls even if this does mean more work for the teachers. Plays, concerts and sports could be performed occasionally in the various village giving all the community a chance to see "their children".

In October, a new diploma in education for a multicultural society is being offered on a two-year-part-time basis at Goldsmiths' College in London. It is open to qualified teachers, education lecturers, advisers, immigrant welfare officers, wordens of immigrant reception and language centres, and community relations officers.

A survey conducted recently in the United States looked at different



"The Fellow Apprentices at their Looms", from the Industry and Idleness engravings by William Hogarth.

Design sheets

Altair design sheets provide black and white geometric designs that can be coloured in to create pictures and patterns or they can be used to demonstrate fundamental problems of geometry. The sheets come in "packs" of 48 or packs of 96. Several sheets can be joined together to make a poster.

The Altair Design Competition is open to all children who are aged 11 to 16. The closing date is August 31 and the results will be announced by the end of October. Book tokens worth £3 will be awarded to the winners, whose works will be on show at the Children's Book Centre.

The Altair Design Competition Packs are only available from the Children's Book Centre, 229 Kennington Street, London W8 5SE at 40p each. One free pack will be sent with every 10 ordered.

Women's Lib

A discussion kit on Women's Lib gives details about the number of women married, the number who are working, comparison between a man's average salary and a woman's, the type of work in child care provided outside the home.

The kit accompanies these facts about women with questions such as: "If man's pay is higher, how is the man expected to support their family, when implications would be equal pay?" (In whatever form we interpret it) have for economic relations within the family between husband and wife?

The pictures which accompanied our review of the ILEA "Pictures For Words" (April 1) were printed in error. They were not part of the pack. We apologise for any misunderstanding.

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Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Nursery Education, Primary Education, Middle School Education, etc.

Table listing various educational appointments such as Sixth Form and Tertiary, Preparatory Schools, Colleges of Education, etc.

Table listing various educational appointments such as Headships, Other classifications, and other roles.

Appointments wanted

Other classifications

Table listing various educational appointments such as Educational Courses, Awards and Scholarships, etc.

Nursery Education

Headships

Cambridgeshire

Cambridgeshire Education Committee advertisement for Nursery Education and Headships.

Liverpool

Liverpool Education Committee advertisement for Nursery Education and Headships.

Newham

Newham Education Committee advertisement for Nursery Education and Headships.

Sheffield

Sheffield Education Committee advertisement for Nursery Education and Headships.

North Yorkshire

North Yorkshire Education Committee advertisement for Nursery Education and Headships.

Deputy Headships

Deputy Headships advertisement for various schools.

Derry

Derry Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Other Appointments

Other Appointments advertisement for various roles.

Milkinghamshire

Milkinghamshire Education Committee advertisement for Nursery Education and Headships.

North Tyneside

North Tyneside Education Committee advertisement for Nursery Education and Headships.

North Yorkshire

North Yorkshire Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Kent

Kent Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

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Leicester Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Primary Education

Headships

Primary Education and Headships advertisement for various schools.

Leicester

Leicester Education Committee advertisement for Primary Education and Headships.

Leicester

Leicester Education Committee advertisement for Primary Education and Headships.

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Leicester Education Committee advertisement for Primary Education and Headships.

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Leicester Education Committee advertisement for Primary Education and Headships.

Leicester

Leicester Education Committee advertisement for Primary Education and Headships.

Leicester

Leicester Education Committee advertisement for Primary Education and Headships.

Leicester Education Committee advertisement for Primary Education and Headships.

Bromley

Bromley Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

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Leicester Education Committee advertisement for Nursery Education and Headships.

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Leicester Education Committee advertisement for Nursery Education and Headships.

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Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Leicester

Leicester Education Committee advertisement for Nursery Education and Headships.

Nottinghamshire County Council advertisement for Deputy Headteacher appointment.

ilea advertisement for Inner London Education Authority.

Headship advertisement for a new nursery school in the Westway Nursery Centre.

Metropolitan Borough of Stockport advertisement for Headteacher positions.

Whiteheath Primary School advertisement for Headteacher position.

Borough of Haringey advertisement for Head Teachers positions.

Kent County Council advertisement for Head Teacher position.

Cambridgeshire advertisement for Headteacher positions.

Leicester advertisement for Headteacher positions.

Borough of Haringey advertisement for Head Teacher positions.

Borough of Haringey advertisement for Trained Nursery Teachers.

Kent County Council advertisement for Head Teacher position.

Kent County Council advertisement for Head Teacher position.

Norfolk County Council advertisement for Head Teacher position.

Oak Farm Infant School advertisement for Deputy Head Teacher position.

ilea advertisement for teaching posts in Inner London.

PRIMARY Headships continued

LINCOLNSHIRE BRUNYON COUNTY PRIMARY

POWYS COUNTY COUNCIL

SANDWELL DISTRICT COUNCIL

SUFFOLK COUNTY COUNCIL

SUNDERLAND EDUCATION DEPARTMENT

WARWICKSHIRE KINGTON C.E. (AIDED) JUNIOR AND INFANT SCHOOL

MEONSTOKE (CONTROLLED) PRIMARY SCHOOL, Meonstoke, Southampton

CHAWTON C.E. (CONTROLLED) PRIMARY SCHOOL, Chawton, nr Alton

LISS COUNTY INFANT SCHOOL, Liss, near Petersfield

YATELEY COUNTY INFANT SCHOOL, Cranford Park Drive, Yateley

CUMBERLAND FIRST SCHOOL HEADTEACHER—GROUP 5

ST. HELENS EDUCATION DEPARTMENT

CITY OF SALFORD EDUCATION DEPARTMENT

SANDWELL DISTRICT COUNCIL

SUFFOLK COUNTY COUNCIL

SUNDERLAND EDUCATION DEPARTMENT

WARWICKSHIRE KINGTON C.E. (AIDED) JUNIOR AND INFANT SCHOOL

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LISS COUNTY INFANT SCHOOL, Liss, near Petersfield

YATELEY COUNTY INFANT SCHOOL, Cranford Park Drive, Yateley

CUMBERLAND FIRST SCHOOL HEADTEACHER—GROUP 5

WHYLERHAMPTON EDUCATION DEPARTMENT

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WHYLERHAMPTON EDUCATION DEPARTMENT

Education Department Appointment of Headteacher KEYWORTH WILLOW BROOK PRIMARY SCHOOL, Willow Brook, Keyworth, Nottingham. Qualified teachers are invited to apply for appointment as Headteacher of the above school. Number on roll 267. Salary group: 5. Vacant: 1st September, 1977.

Nottinghamshire County Council

HAMPSHIRE MEONSTOKE (CONTROLLED) PRIMARY (5-8 years) SCHOOL, Meonstoke, Southampton HEADTEACHER—GROUP 1 required (September or January). Application forms and particulars obtained from Area Education Officer, Southgate House, St. Swinton Street, Winchester (footeap stamped addressed envelope, please), returned by 13th May, 1977.

headships Applications are invited from suitably qualified primary teachers for the Headship of the following schools. Holy Trinity C.E. (Controlled) Primary School, Matlock, Bath Group 2 Belpar Pottery First School 310 Children Pilsley Park House Primary School, Pilsley, near Chesterfield Group 3 110 Children Longford Parochial C.E. (Controlled) Primary School, West Darbyshire Group 2 62 Children Closing date, May 13, 1977. Application forms and particulars for the above posts (s.a.s. footeap, please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 0BG.

Redbridge London Borough Deputy Headship The London Borough of Redbridge is pleased to offer a vacant Deputy Headship for the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses, where appropriate. Outer London allowance payable. Applications are invited from suitably qualified and experienced teachers for the following post which will be vacant from September, 1977. Deputy Headship St. Augustine's RC Primary School Number on roll 310, Group 5 Application forms and further particulars are available from J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1HN, to whom completed applications should be returned by May 8, 1977.

County of Cleveland PRIMARY SCHOOL SCALE 2 POST HEMLINGTON HALL JUNIOR SCHOOL, Stainton Road, Hemlington, Middlesbrough, Cleveland. Required for September, 1977, an experienced teacher to act as team leader of teachers working with first and second year pupils. The teacher appointed should be capable of providing leadership in a major area of the curriculum. Financial assistance with household removal expenses is available in approved cases. Applications may be made by letter or on application forms obtainable from the Head Teacher. Applications by letter should include: detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

County of Cleveland PRIMARY SCHOOL SCALE 2 POST HEMLINGTON HALL JUNIOR SCHOOL, Stainton Road, Hemlington, Middlesbrough, Cleveland. Required for September, 1977, an experienced teacher to act as team leader of teachers working with first and second year pupils. The teacher appointed should be capable of providing leadership in a major area of the curriculum. Financial assistance with household removal expenses is available in approved cases. Applications may be made by letter or on application forms obtainable from the Head Teacher. Applications by letter should include: detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

PHIMMAY
Scale 2 Posts
continued
MERTON
London Borough of Merton Education Committee
MERTON PRIMARY SCHOOL

Remedial Posts
CALDERDALE
Education Committee
CALDERDALE PRIMARY SCHOOL
Assistant Teachers

NORTHAMPTONSHIRE
LADY BRUNNEN SCHOOL
Northampton
Assistant Teachers

NORTH YORKSHIRE
NORTH YORKSHIRE COUNTY EDUCATION
HULL
HULL JUNIOR
Hull

RICHMOND UPON THAMES
RICHMOND JUNIOR
Richmond
Assistant Teachers

Scale 1 Posts
BARNET
Barnet Education Committee
BARNET JUNIOR
Barnet

Scale 1 Posts
DORSET
Dorset Education Committee
DORSET JUNIOR
Dorchester

SANDWELL
Sandwell Education Committee
SANDWELL JUNIOR
Sandwell

SHROPSHIRE
SHROPSHIRE COUNTY EDUCATION
SHROPSHIRE JUNIOR
Shropshire

SHROPSHIRE
SHROPSHIRE COUNTY EDUCATION
SHROPSHIRE JUNIOR
Shropshire

SUFFOLK
Suffolk Education Committee
SUFFOLK JUNIOR
Suffolk

WILTSHIRE
Wiltshire Education Committee
WILTSHIRE JUNIOR
Wiltshire

Scale 1 Posts
HAMPTON JUNIOR
Hampton
Assistant Teachers

Scale 1 Posts
BARNET
Barnet Education Committee
BARNET JUNIOR
Barnet

Scale 1 Posts
DORSET
Dorset Education Committee
DORSET JUNIOR
Dorchester

Scale 1 Posts
SANDWELL
Sandwell Education Committee
SANDWELL JUNIOR
Sandwell

Scale 1 Posts
SHROPSHIRE
SHROPSHIRE COUNTY EDUCATION
SHROPSHIRE JUNIOR
Shropshire

Scale 1 Posts
SUFFOLK
Suffolk Education Committee
SUFFOLK JUNIOR
Suffolk

Scale 1 Posts
WILTSHIRE
Wiltshire Education Committee
WILTSHIRE JUNIOR
Wiltshire

Scale 1 Posts
BARNET
Barnet Education Committee
BARNET JUNIOR
Barnet

Scale 1 Posts
DORSET
Dorset Education Committee
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Dorchester

Scale 1 Posts
SANDWELL
Sandwell Education Committee
SANDWELL JUNIOR
Sandwell

Scale 1 Posts
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SHROPSHIRE COUNTY EDUCATION
SHROPSHIRE JUNIOR
Shropshire

Scale 1 Posts
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Dorchester

Scale 1 Posts
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Sandwell Education Committee
SANDWELL JUNIOR
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Shropshire

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Scale 1 Posts
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Scale 2 and above
Other Posts on
Scale 2 and above
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Scale 1 Posts
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Scale 1 Posts
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Wiltshire Education Committee
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Scale 1 Posts
BARNET
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Dorset Education Committee
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Scale 1 Posts
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Sandwell Education Committee
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Scale 1 Posts
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SHROPSHIRE COUNTY EDUCATION
SHROPSHIRE JUNIOR
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MERTON JUNIOR
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Scale 2 and above
Other Posts on
Scale 2 and above
MERTON
Merton Education Committee

Ealing EDUCATION SERVICE
FARADAY HIGH SCHOOL
Bromyard Avenue, Acton, London W3
HEAD TEACHER REQUIRED
Applications are invited from suitably qualified and experienced candidates for the Headship of this Group 12 (mixed) Comprehensive High School...



SECONDAIRY HEADSHIPS
Continued

STAFFSHIRE
Headship continued

AVON COUNTY
Headship continued

WILTSHIRE
Secondary Headships

WILTSHIRE
Secondary Headships

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Secondary Headships

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Secondary Headships

GLoucestershire
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North Yorkshire
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Secondary Deputy Headships
Continued

SEFTON
Secondary Deputy Headships

SEFTON
Secondary Deputy Headships

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Secondary Deputy Headships

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Secondary Deputy Headships

Berkshire
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TOWNFIELD SCHOOL
Central Avonite, Hayes, M23BQX UB3 2DD
Headmaster: R. F. Warren, BSc
Required for September, 1977

SECOND DEPUTY HEAD TEACHER
(GROUP 12)
Applications are invited from well-qualified and experienced teachers for the post of Second Deputy for this large comprehensive school. Applicants must have proven leadership qualities and must be able to deputise on all occasions for the Head Teacher.

ILLINGDON
Suffolk County Council
Copleston High School
(11-16 Mixed, Roll 1,804)
Copleston Road, IPSWICH IP4 5HD
Headmistress: Miss M. Besson

Deputy Headteacher
For this Group 12 school required September, 1977. The school will become a Comprehensive High School from this date.

Orwell High School
Melderton Road, Felkings IP1 9EF
Headmaster: Mr. M. Smith, B.A.
Second Master/Mistress
Required September, 1977, for the Group 11 school, the present holder having obtained a headship. The post offers a share in the leadership of this school now entering the final year of its reorganisation into an all-through 11-18 comprehensive. Apply by letter giving full details and curriculum vitae to the Head at the School from whom further details may be obtained (stamped addressed envelope, please). Apply not later than May 6, 1977.

HERTFORD AND HERTFORDSHIRE EDUCATION DEPARTMENT
Headship continued

GLoucestershire
Headships

Liverpool
Headships

Hounslow
Headships

Humberston
Headships

Essex
Headships

Staffordshire
Headships

Suffolk
Headships

Hillingdon
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Wiltshire
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Nottinghamshire
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Lincolnshire
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Central Essex Area
King Edward VI Grammar School
Group 10
Cholmsford
DEPUTY HEAD
A Second Deputy Head is required for this three form entry Selective Boys' School, in September, 1977: 270 pupils are currently working post 'O' level. The successful applicant would be expected to make a strong economic contribution to the work of the School.
Letters of application enclosing C.V. and the names and addresses of two referees should be sent as soon as possible to the Headmaster Designate: J. C. GOUGH, 19 Ash Green, Conswood, Rochford, Essex.

Assistant Rector
CENTRAL REGIONAL COUNCIL
Education Department
LARBERT HIGH SCHOOL
(Larbert 4233/4/5)
Responsibility Payment £1,880
Applications are invited from suitably qualified registered teachers for the above promoted post. Further details can be obtained from the Rector of the School.
Application forms are available from and should be returned not later than Monday, May 9, 1977, to the Director of Education, Room 205, Viewforth, Stirling.

Essex
Headships

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Headships

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Headships

SECONDARY Domestic Subjects continued

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Mathematics

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Science

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY History

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Geography

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Languages

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Music

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Art

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Physical Education

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Home Economics

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Modern Languages

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Technical Subjects

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Design

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

SECONDARY Computing

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

LONDON BOROUGH OF ENFIELD Education Committee

Vocancies from September, 1977: THE BULLSMOOR SCHOOL, Bullsmoor Lane, Enfield, Middlesex. A new, mixed, Comprehensive School, opened in September, 1975. In September, 1977, this school will receive its third intake of first year pupils bringing the total roll to approximately 500. The school building programme is well on its way to its expected completion during 1978 with the very active facilities on one pleasant site which will provide a high standard of education for all its pupils. Applications are invited from energetic teachers who can play significant roles in the school's development. There are Scale 1 posts available for inexperienced staff and higher scales for those who are more experienced and successful, particularly in the following subjects: English, Mathematics, Modern Languages, Technical Subjects, History, Physical Education, Remedial Teaching, Sport, Music, Art, Design, Home Economics, and Physical Education. Candidates who can offer more than one subject are particularly welcome.

KINGSMEAD SCHOOL, Southbury Road, Enfield, Middlesex EN1 1YQ (Mixed Comprehensive School, Eightform Entry, Roll 1,265)

Owing to growth and development in the Upper part of the school, the following posts are available: (1) Technical Subjects—Scale 1. A Teacher, required to join an extremely strong team with the intention of specialising in one aspect of Design, Metalwork and Technical Drawing. There will be scope for the right candidate to develop responsibilities within the Department. A new Technical Block, in addition to the five existing rooms, is to be started in May. (2) Languages—Scale 1. A Teacher to join a large Department, French is the main and Spanish the second language, taught to C.S.E., G.C.E. 'O' and 'A' levels. European Studies is taught to C.S.E. and German as Sixth Form subject. (3) Mathematics—Scale 1. A Teacher of Mathematics to join a Department that teaches radically traditional mathematics. Opportunity will be available to teach throughout a wide range of age and ability.

Other Posts on Scale 2 and above

- (1) General Subjects—Scale 1. A Teacher of General Humanities mainly in the first three years. The courses in Geography, History, Religious Education and Humanities are well-integrated and lead to examination courses in the Upper School. ST. ANGELA'S R.C. SCHOOL FOR GIRLS, Oakthorpe Road, Palmers Green, N13 5TY (Voluntary Aided Upper Tier, Comprehensive, Aged 14-19, Group 11). Teachers required for the following posts: R.C. preferred. Examinations taken London 'A' and 'O', Middlesex C.S.E. 1. Experienced Teacher able to coordinate general studies programme in fourth and fifth and eventually sixth years. Ability to relate with Heads of Departments and a genuine interest in the lower ability range essential. Scale post for suitable applicant. 2. Teacher for French in fourth and fifth years. Possibility of sixth form work for suitably qualified candidates. Ability to teach another language an advantage. 3. Teacher for Geography. 4. Teacher for History or History and Sociology. 5. Teacher for Physical Education and Music. For all the above posts, London Allowance payable £287 per annum. Temporary housing (up to 2 years), 100 per cent removal expenses (£400 maximum), relocation costs and lodging allowances where appropriate. Applications forms (stamped addressed envelope) obtainable from the Head Teacher to whom they should be returned, as soon as possible.

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

BERKSHIRE... HILTINGHAM... LINCOLNSHIRE... NORTH TYNSHIRE... SANDWELL... STAFFORDSHIRE... SUFFOLK... WILTSHIRE... YORKSHIRE...

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Alan Moye, Tom Hodge and Tom Wanless

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Taking the plunge into video

ADRIAN HOPE offers advice on the best buys for schools

The headmaster of my local primary school is currently being pressed by some sections of the Parents Teachers Association to use funds they have substantially collected over recent years to buy video equipment for school use.

The head argues that it would be better to wait. Very reasonably, he points to the fall over recent years in colour television set prices and concludes that video equipment must, by the same token, also get cheaper.

With equally good reasoning, he also points to the high cost of feeding the machines, to build up a library of tapes. It also seems assumed by all parties that when the plunge into video is taken, it will be false economy to buy monochrome, rather than equipment capable of receiving colour.

It is symptomatic of the current state of confusion in the video field that much of this commonsense reasoning is unsound. It flies in the face of the facts, but the facts are hard to establish. Although some equipment is indeed cheaper now than a few years ago, this is largely due to heavy discounts on some products from the East. The state of stalling and the likelihood of import limiting restrictions or agreements put the writing on the wall for such bargains.

Other equipment has risen steadily in price over recent years. When the Philips VCR was first introduced on to the educational and domestic market five years ago, it cost £15, exclusive of VAT. At the time of the domestic launch in 1974, the price was £389 exclusive of VAT. The cheapest current VCR costs £576 without VAT. The cost of videocassettes for the machine has also risen.

A VC-60, the cheapest way of achieving an hour's playing time, currently costs £18.70 exclusive of VAT. The price of BASF cassettes for Sony U-matic machines is due to rise to a similar level. Certainly this makes the current cost of feeding a machine high; but economies can be made.

Tape is a reasonable medium, in that a recording is automatically erased when another is made on the same tape. By careful logging of the useful material recorded on a tape, it is possible to log it as a fresh material, simply by starting and stopping the machine at points noted on the tape counter indicator.

Moreover, it is a false assumption that every recording made needs to be kept. One of the main advantages of a video recorder is that it can be used for the rehearsal of programmes to be watched in the afternoon or the next day. But once the programme has been viewed, there is usually no need to keep it. The tape is simply reused at no extra cost.

The assumption that it is spoiling the ship for a ha'porth of tar to buy monochrome rather than colour equipment is both questionable and dangerous. Colour cameras cost around 10 times the price of black and white cameras. Few schools will, therefore, be able to use video film in colour, even if they have a colour-coupled recorder.

Likewise, many closed circuit education programmes are transmitted in monochrome only. Also, although the programme a school receives off air or played in from ILEA may well be in colour, very few schools view on colour sets.

Ironically, however, it may sometimes be no cheaper to buy a monochrome-only videotape machine than a colour-capable version. This is because the modern range of videocassette machines, which are intended for the industrial, educational and domestic markets, have all been designed from the outset to be colour-capable.

This leads to the major question

is because many school sets are designed to receive piped VHF signals, rather than off-air UHF signals from aerial.

By now it should be self-evident that every school is likely to be different. There are, however, some general points of basic guidance that can be given to help a school put sensible questions to a dealer. If, for instance, the school intends taking the children have hands-on experience using cameras for video filming around the school premises and out in the field, then a small open reel VCR which will operate both on the mains or its own rechargeable batteries, must be the answer.

Unless there are very special reasons for using colour, the recorder and camera should be monochrome only. VTRs that suit this category are made by a large number of firms, including Akai (standardised on a quarter inch tape), Sony and National (half inch tape). Prices are usually under £1,000.

Colour versions of these kits are available, often almost as compact and portable, but costing considerably more. Colour-capable tapes also tend to be more expensive. Colour-capable videocassette machines are made by Sony and Philips (standardising on the U-matic format), by Philips, Thorn and Loewe-Opta (standardising on the VCR format). Both these formats are mutually incompatible, in that a tape made on one type of machine may not be played back on another, and vice versa.

Likewise, the cartridge format, adopted by National and Hitachi in Japan, is incompatible with U-matic and VCR formats. However, the cartridge system has the very important feature that it is compatible with many reel-to-reel machines. For instance, a videotape made using a National portable black-and-white VCR camera kit (eg the 3085E at £379 exclusive) can be loaded into an empty cartridge and replayed on a standard colour cartridge player. This is, in fact, one way that a school can combine the advantages of reel-to-reel portability with those of cartridge convenience.

Several new cassette systems are in the pipeline, for instance from National, Sony, and BASF. On these, the Sony Betamax which is already available in the United States, is likely to be the first on the British market. Although any new systems launched in the United Kingdom are likely to offer some improvements and advantages over existing systems, it is unlikely that any of the latter will quickly become obsolete.

Moreover, although it may be some cause for concern to see a little longer before making a video purchase, it should be borne in mind that the useful working life of a cassette video equipment is not so long as to make every decision of once-and-for-all-time importance. In other words, equipment bought now and used hard may well be ready for replacement by the time something immeasurably better is available.

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Educational Flower Blooms in Battersea . . .

By Peter Dallmeyer

Battersea never was particularly romantic. Except perhaps in the halcyon days before London's urban sprawl obliterated the countryside, with the greatest will in the world, it is difficult to dissociate the name of Battersea from images of pleasure gardens, a forbidding power station, and rows of black Victorian terraced houses. Today, though, the foreground is a silent wasteland, they've paved the chimneys of the power station, and the Victorian dwellings have been razed to the ground to make way for monstrous concrete blocks of flats.

Bistros and Restaurants

In this unlikely place, several restaurants have sprung themselves a nation in the night pages of the Good Food Guide, and the number of candlelit bistros appears to be growing. But Battersea holds something of interest for the teacher as well as the gourmet. In fact, something of interest for anyone interested in direct teaching whether at primary or university level. Colour slides. Hundreds of them. Even thousands of them - over 40,000 to be exact. They're all of the Slide Centre, a mildly imposing building in Battersea's quiet Chelsea Road. The white flagpoled frontage of The Slide Centre resembles something between an electronics warehouse and an evangelical church, and among the singularity of the building, which surrounds it, the building, with its attendant black and yellow delivery vans looks almost incongruous.

Perhaps it is. Chodham Place, Battersea, is not the sort of place you would expect to find the home of England's largest selection of educational visuals.

An Aladdin's Cave

For those in search of colour slides or filmstrips, or who want to view selections at leisure, The Slide Centre is something of an Aladdin's Cave. Those who come by way of the Chelsea junction station may prefer to walk to The Slide Centre by way of nearby Northcote Road market, but for the less intrepid, whose sense of adventure doesn't rise to stumbling through a sea of cardboard boxes and abandoned televisions to the door.

Fourteen years ago The Slide Centre was established in somewhat less imposing accommodation, but since then there has been a gradual expansion, and today The Slide Centre building has several offices, photographic rooms and over 7,500 square feet of production and storage space.



Modern trends in educational technology - pupils using the resources of the Slide Centre at St. Paul's C.E. and Middle School, Dorking.



The Slidefolio

The Slide Centre is perhaps best known for its slidefolios. These convenient little black and yellow folios of slides are familiar to hundreds of teachers, both in the UK and in over 50 other countries. The folio is a specially designed PVC wallet which can contain up to 24 colour slides, individually numbered and indexed. The wallet enables the slides to be viewed instantly, and also protects them from dust and scratches that would otherwise shorten their useful lives.

The folios are designed in such a way that they can be added to an existing suspended filing system, and each folio includes detailed notes for teacher or student, written by experienced authors and specialists. Folios are indexed with the Dewey Decimal classification system, so that they can be easily integrated into an existing library or audio-visual resource centre.

Few would challenge the effectiveness of visual stimuli to teaching, and today the average teacher has more resources than ever before. Overhead projectors, motion picture projectors and loop projectors all have their place in the modern school, but perhaps the most useful all-rounder is the colourslide. It is cheap, it is effective, and its acceptance is universal. Colourslides have become such an accepted part of everyday life, that it is perhaps easy to forget the enormous advantages of this medium. Gone are the days when an enterprising projectionist would be obliged to carry a heavy wooden box of glass-mounted slides nearly three inches square, together with an enormous magic lantern. The standard 35mm card-mounted slide has become one of the most convenient ways of keeping visual material, and the visual for an entire lesson or lecture can be contained in a small wallet. Furthermore, provided that

Like filmstrips, slides can be loaded into self-study machines which often include a sound unit, and the latest slide storage systems, some of which are marketed by The Slide Centre - enable the user to locate individual slides without difficulty. Cameras have become so easy to operate that the teacher can supplement commercial slides with some of his own, and with the advent of the automatic slide projector, a slide sequence can be as slick and untroubled as a motion picture film. Times have changed since a teacher using slides had to fumble about in semi-darkness, straining to make and pulling a clanking metal slide carrier. The automatic slide projector is an essential item for effective teaching, and few modern schools are without them. The slides - often in many of eighty - can be loaded in advance, and with the aid of a remote control device, the teacher can move about the classroom or even stand by the screen while still in control of the projector's

From Kitchen Knives to Elizabethan Ladies' Clothing

The Slide Centre is an independent company, specialising in the production of slides and filmstrips for education. It has a staff of 25, which to the uninitiated might seem rather a lot of people when the end product consists of a bit of celluloid stuck in a cardboard square. Of course, it's rather more than that, as a glance at the latest Slide Centre catalogue will reveal. The Slide Centre's full colour catalogue is something of an education in itself, with slides ranging from dinosaurs to saxophones, and from kitchen knives to Elizabethan ladies' clothing. What is more, it is colour-coded, with a detailed six-page index at the back to facilitate hunting among the hundreds of slides listed. The geography section, for example, covers 150 slides, including nearly 100 maps of the world, geographical and historical maps of the British Isles, together with slidefolios on meteorology and a large selection on environmental studies. Of special interest to history teachers are the English Life series which through attractive colour illustrations, explore court and town life from the Romans to the Victorians. These, like many other Slide Centre productions, are also available with a recorded commentary on tape or cassette.

The creative arts section covers architecture, art, design, craft, music and drama, and includes valuable folios on sculpture and ceramics. The catalogue is constantly being expanded to cover new subjects and this year has seen the inclusion of folios on health, pillately, photography, the Industrial and Agrarian Revolutions, New Zealand studies and traffic problems. There are now series in physics, music, natural history, geography, language and transport, as well as special material for remedial and junior education.

The Slide Centre catalogue is particularly useful as it lists not only their own productions, but also those of leading publishers that are distributed by The Slide Centre. Among these are productions from Woodmansterne, Ladybird Books, Focal Point and Longmans. Recently, The Slide Centre have taken over distribution of the well-known educational material from Walt Disney Inc.

Regular consultation between artist and author is an important part of Slide Centre policy.

fact, that their excellent production facilities are frequently used by other audiovisual companies. Perhaps the most significant fact is that in these troubled times of inflation and price rises of raw materials, Slide Centre prices have risen by an average of only 8 per cent during the last year, and in many cases have remained unchanged.

The young and dynamic managerial staff of The Slide Centre are keen and energetic lot. They have drive and determination, and are very aware of their service to education. They frequently attend exhibitions both in the UK and overseas, and worldwide interest in The Slide Centre is growing. Those little black and yellow slidefolios are, as they say, going places, and there is no doubt that we shall be seeing and hearing much more from The Slide Centre before very long.

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* The Slide Centre originated the term 'Slidefolio' - between 6 and 24 slides together with teaching notes in a patented PVC wallet with provision for suspension filing.

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Secondary Science... Applications to be submitted to the Head Teacher...

SCALE 1—MUSIC

Secondary Science... Applications to be submitted to the Head Teacher...

SCALE 1—PHYSICS/COMBINED SCIENCE

Secondary Science... Applications to be submitted to the Head Teacher...

SCALE 1—MUSIC

Secondary Science... Applications to be submitted to the Head Teacher...

SCALE 1—PHYSICS/COMBINED SCIENCE

Secondary Science... Applications to be submitted to the Head Teacher...

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COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Holyhead School, Watville Road, Birmingham B21 0DP (Group 10, expected to rise to Group 11) Applications are invited for the post of SECOND MASTER/MISTRESS at the above school. Salary Scale £5,177-£8,801 (Burnham 1977).

Sherley Green Girls' School, Adams Hill, B32 3QJ Required in September: (a) Teacher of HOME ECONOMICS, due to enlargement of school, Scale 2 for suitably experienced and qualified applicant.

Small Heath School & Community Centre (formerly Sordesley Community School) Silvermere Annex, Silvermere Road, Birmingham B28 3XA. (Tel. 021-743 8711) Group 11 plus S.P.A. 6 Form Entry Comprehensive—11-18 mixed, No. on roll: 950.

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.

Hertford School, Acocks Green, B27 7QG Required for September, 1977: a teacher of GENERAL SCIENCE AND MATHEMATICS. Both subjects to CSE level in first instance.

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 1 POSTS

Cardinal Wiseman R.C. School, Old Ocote Hill, B24 9BB Required September: Teacher for SOCIAL STUDIES. Applications to the Clerk to the Governors c/o the school.

BIRMINGHAM CITY COUNCIL

SECONDARY Scale 1 Posts continued. SIOGRAPHIC: PUBLIC RELATIONS: THE BRIDGEMAN, WOOD... SIOGRAPHIC: PUBLIC RELATIONS: THE BRIDGEMAN, WOOD... SIOGRAPHIC: PUBLIC RELATIONS: THE BRIDGEMAN, WOOD...



Applications are invited from suitably qualified and experienced teachers for the following posts in September 1977. Please quote reference 28.4 on correspondence.

SECONDARY SCHOOLS

Crispin Comprehensive, Stroul (11-18 mixed, 1,189) HEAD OF ART DEPARTMENT, Scale 5. Applications by letter to the Head at the school giving full career details and names of two referees.

Buckler's Mead Comprehensive, Yeovil (11-18, 1,224) TEACHER, Scale 1, to work in a library centre as part of the Remedial Department. The teaching will take place in small groups and on a one-to-one basis.

Kings of Weasux Upper Comprehensive, Cheddar (18-18 mixed, 728, 120 in Sixth Form) TEACHER OF HISTORY Scale 2 to teach to C.S.E., 'O' and 'A' level, and opportunities exist also to teach other subjects.

Holyrood Comprehensive, Chard (11-18 mixed, 1,169) TEACHER OF FRENCH, Scale 1, to teach throughout the school. Incentive in French Studies or European Studies an advantage.

Frome College, Frome (18-18 mixed comprehensive, 1,388, 187 in Sixth, and F.E. College combined on separate sites) TEACHER OF MATHEMATICS, Scale 2, for suitable applicant.

TEACHER OF SCIENCE, Scale 1. Half of the teaching commitment will be in BUREAU SCIENCE, the remainder can be adapted to suit the syllabus and interest of the successful applicant.

MIDDLE SCHOOL Oakfield Middle, Frome (8-18 mixed, 380) TEACHER OF FRENCH, Scale 1. Well qualified MATHEMATICS, Scale 3, to be Head of Department.

PRINCIPAL TEACHER OF BUSINESS STUDIES CENTRAL REGIONAL COUNCIL Education Department BO'NESS ACADEMY (Phone Bo'ness 2260) Responsibility Payment £1,182

Applications are invited from suitably qualified registered teachers for the above promoted post. Further details can be obtained from the Rector of the School.

Application forms are available from and should be returned not later than Monday, May 16, 1977, to the Director of Education, Room 205, Viewforth, Stirling.

BARNESLEY Metropolitan Borough

Educational Appointments

Unless otherwise stated posts are for September 1977. Application forms obtainable from and returnable to the Education Officer, 60 Huddersfield Road, Barnsley, by the 9th May (e.s.a. please).

BARNESLEY COLLEGE OF TECHNOLOGY

Applications are invited for the undermentioned posts from suitably qualified persons: Department of Mining and Electrical Engineering LECTURER I in Mining.

Department of Office Studies LECTURER II In Office Studies to teach office arts subjects mainly to students attending full-time courses and accept responsibility as co-ordinator for a group of courses.

LECTURER I In Office Studies to teach office arts subjects and/or subjects which form part of the Certificate in Office Studies course.

Department of General and Communication Studies LECTURER I In General and Communication Studies to assist with the teaching of these subjects throughout the College.

Education and Resources Division LECTURER II An Audio-Visual Aide and Assistant Safety Officer. The College has a Safety Officer (Senior Lecturer) who is a Chartered Mechanical/Production Engineer, consequently, applications are sought from persons with qualifications and experience different from those of the Safety Officer. Candidates will be expected to state what contribution they can make to the College teaching programme and indicate their interest in the use of audio-visual aids and in the promotion of safe working practices.

Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley S70 2AN (S.A.E. please) to be returned not later than 14 days from the appearance of this advertisement.

Carlton Infants School Fleaham Lane, Carlton, Barnsley. Headteacher: Mrs. D. Rowson.

DEPUTY HEAD TEACHER—Group 4 QUALIFIED TEACHER OF THE DEAF (Scale 2) to work in a rapidly expanding peripatetic service. Primary experience would be an advantage. Cer allowance payable. Further details obtainable.

Worborough High School, Ardsley Road, Worsborough Oals, Barnsley. (11-18 Comprehensive). Headteacher: S. Hughes (1,260 pupils).

TEACHER OF CHEMISTRY (Scale 1) TEACHER OF MATHEMATICS (Scale 1) TEACHER OF ENGLISH (Scale 1) (Temporary 1 year) Apply by letter to the Head teacher giving full curriculum vitae and two referees.

TEACHER OF ENGLISH (Scale 1) Courses in English Language and Literature are already well established to both 'O' and C.S.E. level and a person is sought who is willing to teach English to all ages and abilities within the School.

TEACHER OF ENGLISH (Scale 1) Courses in English Language and Literature are already well established to both 'O' and C.S.E. level and a person is sought who is willing to teach English to all ages and abilities within the School.

TEACHER OF ART (Scale 1) To join the Creative Arts Department. The department operates on a mixed ability Co-educational year grouping system and prepares pupils for C.S.E. and 'O' level examinations.

TEACHER OF ENGLISH (Scale 1) Courses in English Language and Literature are already well established to both 'O' and C.S.E. level and a person is sought who is willing to teach English to all ages and abilities within the School.

TEACHER OF ART (Scale 1) To join the Creative Arts Department. The department operates on a mixed ability Co-educational year grouping system and prepares pupils for C.S.E. and 'O' level examinations.

TEACHER OF ART (Scale 1) To join the Creative Arts Department. The department operates on a mixed ability Co-educational year grouping system and prepares pupils for C.S.E. and 'O' level examinations.

TEACHER OF ART (Scale 1) To join the Creative Arts Department. The department operates on a mixed ability Co-educational year grouping system and prepares pupils for C.S.E. and 'O' level examinations.

BARNESLEY Metropolitan Borough

Sixth Form and Tertiary Colleges

Special Education

Headships

LIVERPOOL

DEPUTY HEADSHIPS

Scale 1 Posts

DEBYSHIRE

DEVON

DEVON

HANDSHIRE

HAMPSHIRE

HERTS

HERTS

HERTS

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

Essex County Council

MAVERICK

MERTONSHIRE

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Essex County Council

ilea INNER LONDON EDUCATION AUTHORITY

BREDINGHURST (MALADJUSTED BOARDING) SCHOOL Stuart Road, SE 15

Headship

Vacant September 1977. Roll 45 boys aged 9-16. Burnham Group 4(S) (subject to Burnham Review) salary £5,223-£5,835, plus £312 supplement (plus £188 Burnham 1977 award subject to ratification) plus £402 London Allowance, plus £700 residential responsibility allowance, and free accommodation of furnished accommodation, personal board and laundry, fuel and light.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London, SE1 7PB. Closing date for return of completed application forms May 26.

ilea INNER LONDON EDUCATION AUTHORITY

LANSDOWNE EBN (M), Argyll Close, S.W. 8

Headship

Vacant September 1977. Roll 132, Burnham Group 6(S), salary £6,060-£6,672, plus £312 supplement (plus £188 Burnham 1977 award subject to ratification) plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London, S.E.1. Closing date for return of completed application forms May 26.

KENT County Council Education Department

SEVENOAKS DIVISION Seal, Oakbank Special School (Group 4(S)) Appointment of HEAD TEACHER

Applications are invited for the post of Head Teacher of this boarding special school for about 40 maladjusted senior boys.

Further details and application form from the Divisional Education Officer, 86 London Road, Sevenoaks, to whom applications should be returned by 6th of May, 1977.

KENT County Council Education Department

CANTERBURY DIVISION ST NICHOLAS SPECIAL SCHOOL for ESN pupils (Group 4(S)) Appointment of HEAD TEACHER

Applications are invited for the post of Head Teacher of this day special school for about 46 mixed pupils aged between 6 and 16 years.

Further details and application forms from the Divisional Education Officer, 78 London Road, Canterbury, to whom applications should be returned by May 11, 1977.

INDEPENDENT continued
HERTFORDSHIRE
HANTS
HARTFORDS HOSPITAL GIRLS' SCHOOL
HARVARD
HARTFORDS HOSPITAL GIRLS' SCHOOL
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Lecturer Grade II
for work with Hearing Impaired Students
Applications are invited from qualified Teachers of the Deaf...

Nottinghamshire County Council
Clinging date: May 6, 1977

Senior Lecturer in English
For the key post in a team of 14 English lecturers headed by a Team Leader...

Lecturer II in Home Economics
A lecturer is required to take responsibility for this range of work to develop someone with energy and vision...

BURNHAM LECTURER GRADE I (GERMAN)
Applications are invited from suitably qualified candidates for a post in the Midlands...

North London College
Camden Road, N.7
Lecturers Grade I
DEPARTMENT OF GENERAL STUDIES
Lecturer I - Physical Education and Recreation

Westminster College
Department of Languages
Peter Street, London, W.1
English to Adult Immigrants
The College holds courses for the Royal Society of Arts Certificate in teaching English to Adult Immigrants...

Lecturer 2
Battersea, S.W.11
Required for September 1, 1977, a Lecturer, Grade 1 (Ref. CBS2/77) to teach CLERICAL SKILLS...

Lecturer 1 for PHYSICAL EDUCATION
Required for September 1, 1977, a Lecturer, Grade 1 (Ref. CBS2/77) to assist with the College's programme of Physical Education...

ile
Please send foolscap stamped addressed envelope, quoting reference number for application form...

BRADFORD COLLEGE
Applications are invited from suitably qualified and experienced persons for the post of
LECTURER I
IN
COMMUNITY EDUCATION

L.T.C. COLLEGE OF SECRETARIAL AND ENGLISH STUDIES
Full-time Teacher of Shorthand and Typewriting
required for permanent appointment at this College. Knowledge of Pimpen 2000 and New Era Shorthand Systems...

City of Manchester Education Committee
ABRAHAM MOSS CENTRE
Crescent Road, Manchester M8 6UH
Required for September, 1977:
Department of Languages
P.E.77 LECTURER I in French, and another language...

A unique event in British Drama

THE TIMES SHAKESPEARE



The works of Shakespeare on tape cassette, featuring leading British actors

The simple inexpensive way to build your own collection of Shakespeare's treasury. Ideal for schools, drama clubs, etc.

Our greatest literary heritage is now available on tape cassette. The Actors' Co-operative organised by AuthorTapes are producing taped adaptations of the works of Shakespeare. Times Newspapers Ltd, when they heard of the project, expressed their enthusiasm by lending their support. Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr. Gareth Lloyd Evans and spoken by Leigh Crutchley) to set the plays in literary and historical context—plus a specially selected musical background. The directors are Frank Hauser and Charles Lefeaux.

SPECIAL OPPORTUNITY

The first five cassettes (stereo/mono compatible) are now available prior to general distribution as a special concession to readers of this journal. Please use the coupon to order.

The price is £4.95 per cassette, inc. postage, packing and VAT.

(Note: Also available through the Educational Productions Ltd catalogue)

These are the first five tapes; others will be announced at regular intervals over succeeding months:

- TWELFTH NIGHT featuring Dorothy Tutin, Derek Godfrey, Diana Fairfax
- MACBETH featuring Stephen Murray, Barbara Jefford, Marius Goring
- JULIUS CAESAR featuring Stephen Murray, Barbara Jefford, William Squire, John Rye
- HENRY V featuring John Rye, William Squire, John Gabriel, Julie Hallara
- ROMEO AND JULIET featuring Barbara Jefford, John Rye, Stephen Murray, Haydn Jones

The text is based on the NEW PENGUIN SHAKESPEARE.

To: The Times Shakespeare, Tercrest Ltd, P.O. Box 80, Slough, SL3 8BN. (Reg. in England 1251135)

Please send me The Times Shakespeare cassettes as marked here. I enclose my cheque/PO. for £ (payable to Tercrest Ltd.)

TWELFTH NIGHT MACBETH JULIUS CAESAR
HENRY V ROMEO AND JULIET (tick as appropriate)

NAME: _____
ADDRESS: _____



Royal County of BERKSHIRE

THREE YOUTH AND COMMUNITY WORKERS

- (1) Wexham Lea Youth & Community Centre, Slough £3888-£4350
- (2) Horsemoor Green Youth & Community Centre, Slough £3888-£4350
- (3) Britwell Boys' Club, Slough £3999-£4470

Applications are invited from suitably qualified Teachers or Youth and Community Workers for the above-mentioned vacancies which exist within the Berkshire Youth and Community Service. The posts being advertised offer a widely divergent opportunity to participate within a supportive professional service. Initial lodging allowance and assistance with removal expenses may be given.

Interested? Phone John Ashdown, County Youth and Community Officer, Reading 58861, Ext. 146. Further details and application forms available from the Director of Education (YCS), Education Department, Kennet House, 20/22 Kings Road, Reading. Closing date: 16 May, 1977.

BOROUGH OF HARINGEY

TEACHERS' CENTRE WARDEN

Required September 1977

The Centre occupies self-contained premises, including lecture and seminar rooms, workshops, extensive reprographic facilities, a TV studio and a well-appointed lounge. There is a full-time Deputy Warden and a supporting technical and clerical staff.

The successful candidate, who should have had varied teaching experience in posts of responsibility, will be expected to work in close touch with the Authority's professional and advisory officers and to provide evidence of a strong and active interest in in-service training and in curriculum planning and development.

Salary in accordance with Burnham Scale 4 (including London Allowance).

Removal expenses—100% allowed.

Forms of application from the Chief Education Officer, Education Office, Somerset Road, Tottenham N15 8EH, to be returned within two weeks of the appearance of the advertisement. (Ref. OCTO/B/F.)

ilea INNER LONDON EDUCATION AUTHORITY

Addison Adult Education Institute Addison School, Blythe Rd., W14 0DT Vice-Principal

Full-time Vice-Principal required for September, 1977. The Institute provides non-vocational day and evening classes for men and women in a wide variety of crafts and cultural subjects. Last sessions enrolments were 17,081.

Salary in accordance with the Burnham (FE) Report. Vice-Principal Group 4: £7,815 plus £402 London Allowance and supplement to a maximum of £8,500 (under review). Assistance may be given towards household removal expenses.

Details and application forms returnable by May 13, 1977, from the Education Officer (CECS), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

Re-advertisement Youth Tutor or Full-Time Warden

Woodford Youth and Adult Centre
Woodbridge High School, 51 Gernabeo Road,
Woodford Green, Essex.

Applications are invited from suitably qualified and experienced persons for the above post. The Youth Tutor, who will be a qualified teacher, will be expected to undertake teaching duties within the school in addition to being responsible for the Youth and Adult Centre. Consideration will be given to the appointment of a full-time Warden whose duties will be specifically concerned with the Youth and Adult Centre programme.

Salaries are as follows:—
Youth Tutor: Burnham Scale 3—£3,654-£5,214 inclusive of London Weighting plus £312 supplement payment.

Warden: Burnham F. E. Lecturer Grade 1—£2,788-£4,874 inclusive of London Weighting plus £312 supplement payment.

Application form and further details are available from—Chief Education Officer, Education Office, 255/259 High Road, ILFORD, Essex IG1 1NN and to be returned by Tuesday, 10th May 1977.

Redbridge London Borough

TENNAL COMMUNITY HOME SCHOOL AND REGIONAL ASSESSMENT CENTRE

1st Deputy Headmaster in the Regional Assessment Centre
Salary: J.N.C. Schedule 1 Group 4: £5,109-£6,117 p.a. plus £312 supplement

Accommodation: 3 bedroomed modern centrally heated house, deduction: £204 p.a. The Centre (17 boys aged 10-17 years) is organised to modern house units including one small secure house. Besides the usual range of tasks, there is a good deal of work going into the development both of assessment and treatment techniques and alternatives to traditional patterns of care. We are looking particularly therefore for someone with proven ability to think creatively and the capacity to translate ideas into practical action. Only candidates with relevant experience and qualifications should apply. Application forms and further particulars available from the Principal, Tennal School, Balden Road, Harborne, Birmingham, B12 2EW. Telephone number 021-426 1315. Informal inquiries to Mr. L. Hoop. Closing Date: 23rd May, 1977.

BIRMINGHAM CITY COUNCIL

REGIONAL COUNCIL

SOCIAL WORK DEPARTMENT
RIMBLETON HOUSE
DEPUTY PRINCIPAL (2 POSTS)
TEACHERS (3 POSTS)

£4,545-£6,083 (+£312 Supplement)
In accordance with the Scottish Teachers' Salaries Memorandum.
The Regional Council is concerned with the development of a comprehensive service for children in which both Education and Social Work Departments are co-operating. Rimbaleton House is the next step in this development where the focus will be on close co-operation of need related to more intensive residential care. The building, which is purpose built, is divided into 3 self-contained units, two of which each provide accommodation for 10 children for Reception and Assessment, while the remaining unit will later be developed as a Care and Treatment unit for 17 children. Applicants for the post of Deputy Principal should have had considerable experience of residential child care and the assessment of children in a residential setting. An appropriate professional qualification is essential, with the ability to assist in the creation and support of an effective multi-disciplinary team. While the emphasis will be on a team approach, the Deputy Principal will have special responsibilities drawn from Social Work and Education but each must be capable of assuming overall responsibility in the absence of the Principal. Applicants for the post of Deputy Principal should have had considerable experience of residential child care and the assessment of children in a residential setting. An appropriate professional qualification is essential, with the ability to assist in the creation and support of an effective multi-disciplinary team. While the emphasis will be on a team approach, the Deputy Principal will have special responsibilities drawn from Social Work and Education but each must be capable of assuming overall responsibility in the absence of the Principal. Application Form and further information may be obtained from the undersigned to whom completed forms should be returned not later than 13th May, 1977. When applying for Application Form please quote Ref. Number RP/74/75/76.

Regional Personnel Officer,
File House, North Street,
LENNOWTHER,
Tel. Glenrothes 784411, Ext 248/2.

Social Services Department A Deputy Superintendent

Wanted
A Deputy Superintendent, alive to the needs of children, their families and staff.
At
Pergrines, a 16-bed Reception and Assessment Centre, situated in Ilford, Essex.
Someone
interested in deriving job satisfaction by providing a fresh and meaningful contribution to the life of the Unit and developing their skills in the support of staff and care and observation of children.
Salary
Scale BA, £3,881 to £4,083 + £100 Special Allowance.
A 1x6 bedroomed self-contained flat is available for which normal enclomment charges apply.
Further Information
From Peter Finch at Pergrines, 01-554 4488, or with application forms obtainable from Director of Social Services, 17/23 Clementine Road, Ilford, Essex.

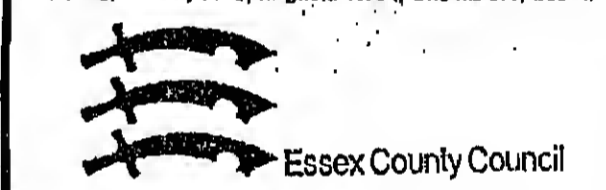
Redbridge London Borough

Social Services Department Newport House

Is an Observation and Assessment Centre for 14 adolescent girls and nine younger children, situated in Great Gaddow, near Chelmsford.

Teacher (Part-time)

for General Subjects and Commerce. Twelve-and-a-half hours per week plus extraneous duties. Salary on Binnham Scale 1 plus extraneous duties and former remand home allowances pro rata. Informal enquiries may be made to the Principal, Mr K. Hutter (Chelmsford 730611). Application forms from the Director of Social Services, Kensal House, 77 Springfield Road, Chelmsford, Essex.



Exciting new post in Residential Education DUNCROFT COMMUNITY HOME (EDUCATION)

Staines, Middx
requires a
DEPUTY PRINCIPAL (EDUCATION)
to reorganize and be responsible for the Education programme. This is a unique opportunity for an enthusiastic and experienced teacher to develop a modern progressive curriculum to meet the needs of girls aged 14-plus.
Salary on JNC Grade III (Deputy Head) £4,755-£5,787 p.a. plus £312 p.a. Supplement plus Fringe London Weighting.
Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. For further details and job description contact: Mr. C. J. Eerie, Assistant Children's Officer (Schools), London Division, Tanners Lane, Barkingdale, Ilford, Essex. Tel.: 01-561 0011.
Application forms to be returned to the Divisional Children's Officer at the above address by 13th May, 1977.

Barnardo's

ilea INNER LONDON EDUCATION AUTHORITY

Paddington Adult Education Institute Amberley Adult Centre, Amberley Road W9 2JJ

Vice-Principal

Full-time Vice-Principal required for September 1977. The Institute provides non-vocational day and evening classes for men and women in a wide variety of crafts and cultural subjects. Last sessions enrolments were 6,589.
Salary in accordance with the Burnham (FE) Report. Vice-Principal Group 3: £7,185 plus £402 London Allowance and £312 supplement (under review). Assistance may be given towards household removal expenses.

Details and application forms returnable by May 13, 1977, from the Education Officer (CECS), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

PRIMARY SCHOOLS

Scale 2 Posts

Teacher of English to Children of Families of Overseas Origin in Primary Schools

Required for September, 1977:—

Applications are invited from teachers holding recognized qualifications in teaching English as a Foreign Language (e.g. RSA Certificate or a Diploma) and/or teaching experience in Primary Schools.

The work will consist of developing language skills mainly with non-English-speaking pupils of Asian origin although there may be some from the Caribbean with regional forms of English.

The successful applicant will be expected to work in Primary schools with groups of children withdrawn from normal classes or alongside class teachers within the classroom, and particularly with children in the 5 to 8 age-range.

Scale 2 Posts available for successful applicants with appropriate qualifications and experience.

Gurnham Goslas plus London Allowance £402, plus annual Supplement £312.

Application forms may be obtained from the undersigned and should be returned as soon as possible. J. S. Wilde, MA, PhD, Director of Education, Education Offices, Broadway, Stratford E16 4BH.



BOROUGH OF HARINGEY

Education Service

ENGLISH LANGUAGE RESOURCE CENTRE

Required for September, 1977, or as soon as possible:

TWO TEACHERS, Infant or Junior Teacher, with relevant experience or qualifications in English as a second language, both to teach children with E2L difficulties and to help class teachers who have these children.

These teachers will be members of a team of language specialists who are based at the English Language Resource Centre. Each teacher works mostly in a particular school, meets others of the team once a week for in-service training and takes part in in-service support throughout the borough. Together they are concerned with many aspects of language development in a multi-racial context throughout the borough.

Scale 2 posts available.

London Allowance £402 payable. Removal expenses—100% allowed.

Application forms (s.e.e.) may be obtained from the Chief Education Officer, Education Offices, Somers Road, N.17, to whom the forms should be returned by 13th May, 1977.

Education Department

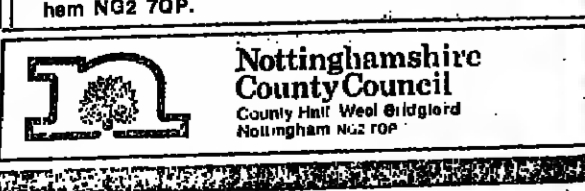
Appointment of Peripatetic Instrumental Music Teachers

Required for September, 1977: Two Teachers (Scale 1/2) of string instruments to fill vacancies which have arisen in two of the teams based on the four Saturday morning music schools which form the Nottinghamshire School of Music. Opportunities may exist for additional advanced teaching at one of these schools.

The successful candidates will also be expected to play in the Staff Ensembles whose concerts are a regular feature of the peripatetic instrumental service.

Scale 2 posts are available for suitably qualified and experienced applicants.

Application forms and further details (stamped addressed envelopes) may be obtained from The Director of Education (Ref. Sch. 19), Education Department, County Hall, West Bridgford, Nottingham NG2 7QP.



MISCELLANEOUS

Appointments continued

LONDON

EDUCATION OFFICER in the Education Department, to be appointed in the area of the Metropolitan Borough of Brent. Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

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LONDON, N.I.

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SANDWELL

EDUCATION OFFICER in the Education Department, to be appointed in the area of the Metropolitan Borough of Brent. Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

EDUCATION OFFICER in the Education Department, to be appointed in the area of the Metropolitan Borough of Brent. Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

HARINGEY

EDUCATION OFFICER

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

OUTDOOR ACTIVITY INSTRUCTORS

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

ROSS-ON-WYVE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

L.D.L.P. ADVENTURE CENTRE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Worcester College of Higher Education

One Term Course in Careers Education and Guidance

Spring Term 1978

A one-term full-time course in Careers Education and Guidance will be held during the Spring Term of 1978.

The course will cover the theoretical and practical aspects of careers education and guidance of concern to practising careers teachers and those wishing to take up work in this field.

Full details of the course and application form may be obtained from The Registrar, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ

English as a Foreign Language

LONDON

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

WIMBORNE COLLIERIE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

SCARBOROUGH

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

UNIVERSITY OF LONDON

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

WIMBORNE COLLIERIE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

COLLEGE OF LIBRARIANSHIP WALES

JOINT HONOROUS DEGREE IN LIBRARIANSHIP AND INFORMATION SCIENCES

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

DEIRY

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

TURKEY

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

COMPUTER EDUCATION

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

LANGLAKE OUTDOOR EDUCATION CENTRE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

AWARDS AND SCHOLARSHIPS

DEIRY

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

MURTHALES UP TO 100%

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

PERSONAL LOANS

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ENTERTAINMENTS

VALENTINE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

ARCHAEOLOGY OF THE MIDDLE

Applications should be sent to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

FOR SALE AND WANTED

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